

Level 2 Awards/Certificate/Diploma in Cleaning Principles (7695)

Qualification handbook



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Level 2 Awards/Certificate/Diploma in Cleaning Principles (7695)

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Qualification title	Ofqual ref.
City & Guilds Level 2 Diploma in Cleaning Principles	500/6678/X
City & Guilds Level 2 Certificate in Cleaning Principles	500/5637/2
City & Guilds Level 2 Award in Cleaning Principles (external surfaces and areas)	500/5870/8
City & Guilds Level 2 Award in Cleaning Principles (confined spaces)	500/5896/4
City & Guilds Level 2 Award in Cleaning Principles (food areas)	500/5899/X
City & Guilds Level 2 Award in Cleaning Principles (glazed surfaces and facades)	500/5900/2
City & Guilds Level 2 Award in Cleaning Principles (high risk areas – controlled environments)	500/5897/6
City & Guilds Level 2 Award in Cleaning Principles (interiors and washrooms)	500/5869/1
City & Guilds Level 2 Award in Cleaning Principles (specialist electronic equipment)	500/5915/4
City & Guilds Level 2 Award in Cleaning Principles (deep cleaning of internal equipment, surfaces and areas)	500/5911/7
City & Guilds Level 2 Award in Cleaning Principles (maintenance and minor repairs)	500/5914/2
City & Guilds Level 2 Award in Cleaning Principles (manual street cleaning)	500/5898/8
City & Guilds Level 2 Award in Cleaning Principles (mechanical street cleaning)	500/5912/9
City & Guilds Level 2 Award in Cleaning Principles (periodic cleaning of hard and semi-hard floors)	500/5921/X
City & Guilds Level 2 Award in Cleaning Principles (periodic cleaning of soft floors and furnishings)	500/5913/0
City & Guilds Level 2 Award in Cleaning Principles (working safely at heights)	500/5917/8
City & Guilds Level 2 Award in Cleaning Principles (water-fed pole system)	500/5920/8
City & Guilds Level 2 Award in Cleaning Principles (passenger transport interiors)	500/5916/6

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Version and date	Change detail	Section
2.3 Nov 2012	Amend wording - 7695-04 Level 2 Award in Cleaning Principles	1.1 Qualification Structure
2.4 Sept 2017	Added GLH and TQT details Removed QCF	1.1 Qualification Structure Throughout

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification titles and levels	City & Guilds qualification numbers	Ofqual accreditation numbers	Last registration date	Last certification date
City & Guilds Level 2 Certificate in Cleaning Principles	7695-02	500/5637/2	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (external surfaces and areas)	7695-01	500/5870/8	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (confined spaces)	7695-01	500/5896/4	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (food areas)	7695-01	500/5899/X	31/12/2010	31/12/2012
City & Guilds Level 2 Award in Cleaning Principles (glazed surfaces and facades)	7695-01	500/5900/2	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (high risk areas; controlled environments)	7695-01	500/5897/6	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (interiors and washrooms)	7695-01	500/5869/1	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (specialist electronic equipment)	7695-01	500/5915/4	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (deep cleaning of internal equipment surfaces and areas)	7695-01	500/5911/7	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (maintenance and minor repairs)	7695-01	500/5914/2	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (manual street cleaning)	7695-01	500/5898/8	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (mechanical street cleaning)	7695-01	500/5912/9	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (periodic cleaning of hard and semi-hard floors)	7695-01	500/5921/X	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (periodic cleaning of soft floors and furnishing)	7695-01	500/5913/0	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (working safely at heights)	7695-01	500/5917/8	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (water-fed pole systems)	7695-01	500/5920/8	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (passenger transport interiors)	7695-01	500/5916/6	31/12/2013	31/12/2015
City & Guilds Level 2 Diploma in Cleaning Principles	7695-03	500/6678/X	31/12/2013	31/12/2015
City & Guilds Level 2 Award in Cleaning Principles (Technical Certificate for Local Environmental Services Apprenticeship)	7695-04	600/0648/1	31/12/2015	31/12/2017

The Level 2 Awards/Certificate/Diploma in Cleaning Principles (7695) aims to:

- meet the needs of candidates who work or want to work in the cleaning sector in a variety of positions
- allow candidates to learn, develop and practise the skills required for employment and/or career progression in the cleaning sector
- contribute to the knowledge and understanding of the related Level 2 in Cleaning and Support Services Skills and Level 2 Cleaning and Environmental Services Apprenticeship, whilst containing additional skills and knowledge which go beyond the scope of the NOS
- replace the City & Guilds Level 2 Diploma in Cleaning Science (7643)
- serve as the knowledge component of the Cleaning and Environmental Services Apprenticeship framework
- provide valuable accreditation of knowledge and/or skills for candidates, without requiring or proving occupational competence.

1.1 Qualification structure

The table below illustrates the unit titles, the credit value of each unit and the title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits. This qualification also provides the underpinning knowledge (technical certificate) for the Level 2 Cleaning and Environmental Services Apprenticeship Framework. There are two pathways to this framework at level two:

- Pathway 1 : Cleaning
- Pathway 2: Environmental Services

See below for more information.

7695-01 Level 2 Award in Cleaning Principles

The skills and knowledge units (optional group 204 – 219) can be taken individually as a qualification in their own right, known as the Level 2 Award in Cleaning Principles, with a bracketed subheading indicating the area of cleaning covered by the qualification, e.g. Level 2 Award in Cleaning Principles (Cleaning of interiors and washrooms). Any of the awards can be used towards completing a Level 2 Certificate in Cleaning Principles.

7695-02 Level 2 Certificate in Cleaning Principles

The Level 2 Certificate in Cleaning Principles consists of the 3 mandatory group units (201 – 203), plus at least **3** credits from the optional group of units, i.e. one other unit from the optional group (204 – 219). The Certificate is also the knowledge component for Pathway 1 of the Cleaning Apprenticeship.

7695-03 Level 2 Diploma in Cleaning Principles

The Level 2 Diploma in Cleaning Principles consists of the 3 mandatory group units (201 – 203), plus at least **27** credits from the optional group of units (204 – 219).

7695-04 Level 2 Award in Cleaning Principles

The Award is also the knowledge component for Pathway 2 of the Environmental Services Apprenticeship Framework, which consists of:

The Award consists of 3 mandatory group units (201-203).

The Level 2 Cleaning Principles provide the knowledge component (technical certificate) for both Apprenticeship Frameworks.

Pathway 2: Environmental Services

7729-02 Level 2 Certificate in Local Environmental Services

7695-04 Level 2 Award in Cleaning Principles

Unit title	Credit value	Unit
Mandatory group – knowledge based units:		
Dealing with routine and non-routine waste	4	201
Health and safety for the cleaning and support services industry	4	202
Working with customers and others in the cleaning and support services industry	2	203
Optional group – skills and knowledge units:		
Cleaning and maintenance of external surfaces and areas	3	204
Cleaning of confined spaces	3	205
Cleaning of food areas	4	206
Cleaning of glazed surfaces and facades	3	207
Cleaning of high risk areas (controlled environments)	4	208
Cleaning of interiors and washrooms	3	209
Cleaning of specialist electronic equipment	3	210
Deep cleaning of internal equipment, surfaces and areas	4	211
Maintenance and minor repairs	3	212
Manual street cleaning	3	213
Mechanical street cleaning	4	214
Periodic cleaning of hard and semi-hard floors	3	215
Periodic cleaning of soft floors and furnishings	3	216
Working safely at heights in the cleaning and support services industry	4	217
Cleaning with water-fed pole systems	3	218
Internal cleaning of passenger transport vehicles	3	219
Clearing horticultural and landscaping sites	3	901
Preparing ground for seeding and planting	4	902
Establishing plants or seeds in soil	4	903
Maintain the health of sports turf	5	904
Use and maintain non-powered and hand held powered tools and equipment	3	905
Set and mark out landscaped sites to establish grassed and planted areas	3	906

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 Certificate in Cleaning Principles	110	130
City & Guilds Level 2 Award in Cleaning Principles (Technical Certificate for Local Environmental Services Apprenticeship)	88	100

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 in Local Environmental Skills (7729)
- Level 2 Apprenticeship in Cleaning (9724)
- Level 2 Apprenticeship in Environmental Services

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Centre guide	www.cityandguilds.com/cleaning
Assessment Pack for centres	www.cityandguilds.com/cleaning
Assessment Pack for centres – Answer pack	www.cityandguilds.com/cleaning
Fast track approval form	www.cityandguilds.com/cleaning

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer **both** the Level 2 NVQ in Cleaning and Support Services (7698-02, -92) and the Level 2 Certificate in Cleaning Science (7643-02, -03) may apply for approval for the new using the **fast track approval form**, available from the City & Guilds website. Fast track also applies for centres who offer Cleaning and Support Services Skills (7648).

Centres approved to offer Level 2 Local Environmental Services Skills (LES) (7729-02) **or** Level 2 Work-Based Horticulture (0065-21, -22, -23) and Level 2 Cleaning Principles (7695-01, -02, -03), and would like to offer the technical certificate for the LES Apprenticeship Level 2 Award in Cleaning Principles (7695-04) may apply using **fast track approval form**, available from the City and Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process (QAP). It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

Depending upon the equipment used for this qualification age restrictions may apply, eg for some driver controlled mechanical sweepers a large goods vehicle driving licence may be required. This has a minimum age requirement of 21.

3 Units

Availability of units

The units for these qualifications follow.

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

The learning outcomes and assessment criteria are also viewable on the Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Summary of units

City & Guilds unit number	Title	Unit number	Credits
201	Dealing with routine and non-routine waste	R/502/2250	4
202	Health and Safety for the cleaning and support services industry	Y/502/2251	4
203	Working with customers and others in the cleaning and support services industry	D/502/2252	2
204	Cleaning and maintenance of external surfaces and areas	K/502/2268	3
205	Cleaning of confined spaces	T/502/2273	3
206	Cleaning of food areas	L/502/2277	4
207	Cleaning of glazed surfaces and facades	L/502/2280	3
208	Cleaning of high risk areas (controlled environments)	H/502/2284	4
209	Cleaning of interiors and washrooms	K/502/2285	3
210	Cleaning of specialist electronic equipment	M/502/2286	3
211	Deep cleaning of internal equipment, surfaces and areas	T/502/2287	4
212	Maintenance and minor repairs of property	A/502/2288	3
213	Manual street cleaning	F/502/2289	3
214	Mechanical street cleaning	T/502/2290	4
215	Periodic cleaning of hard and semi-hard floors	J/502/2293	3
216	Periodic cleaning of soft floors and furnishings	L/502/2294	3
217	Working safely at heights in the cleaning and support services industry	R/502/2295	4
218	Cleaning with water-fed pole systems	Y/502/2296	3
219	Internal cleaning of passenger transport vehicles	F/502/3071	3

901	Clearing horticultural and landscaping sites	H/502/0468	3
902	Preparing ground for seeding and planting	K/502/0990	4
903	Establishing plants or seeds in soil	A/502/1223	4
904	Maintain the health of sports turf	L/502/0397	5
905	Use and maintain non-powered and hand held powered tools and equipment	K/502/0438	3
906	Set and mark out landscaped sites to establish grassed and planted areas	H/502/0499	3

Unit 201

Dealing with routine and non-routine waste

Level: 2

Credit value: 4

UAN number: R/502/2250

Unit aim

To ensure that the learner understands how to handle, deal with and transfer routine and non-routine waste, hazardous and non-hazardous, and clinical waste.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. understand procedures for handling routine and non-routine waste
2. understand how to handle and transfer routine and non-routine waste

Guided learning hours

It is recommended that 35 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- A multiple choice test covering underpinning knowledge.

Unit 201

Outcome 1

Dealing with routine and non-routine waste

Understand procedures for handling routine and non-routine waste

Assessment criteria

Underpinning knowledge

The learner can:

1. describe different types of **waste**, including
 - routine
 - non-routine
 - hazardous
 - non-hazardous
 - clinical
2. explain the **importance of following a regular process for clearing waste**
3. explain the **importance of maintaining personal hygiene when handling waste**
4. list **types of waste which can be recycled**
5. explain the importance of recycling
6. describe **procedures for handling and disposing of hazardous and non-hazardous waste**
7. describe the **actions to take when dealing with a risk of infection**
8. explain the importance of using personal protective equipment when handling waste
9. describe how to prepare self and work areas prior to handling routine and non-routine waste
10. explain the **importance of correct segregation of waste**
11. describe **how to deal with incorrectly segregated waste**
12. explain the **importance of marking, labelling and recording non-routine waste**
13. describe correct procedures for disposing of sharps
14. explain the importance of reporting waste which looks **suspicious**.

Range

Waste

Hazardous and non-hazardous, including routine, non-routine, clinical, confidential waste

Importance of following a regular process for clearing waste

To avoid pest infestation, to avoid accidents or near misses, to avoid unpleasant build up of waste (appearance, odour), legislation, organisational regulations, to minimize health hazards

Importance of maintaining personal hygiene when handling waste

To avoid cross-contamination, to prevent illness, to present a professional image

Types of waste which can be recycled

Glass, paper, plastic, metal, food, leaves, trees and other plant waste

Procedures for handling and disposing of hazardous and non-hazardous waste

Procedures – Use appropriate PPE, use of correct procedures/processes for particular types of waste (eg labelling of waste for tracking and audit/accountability, segregation of waste), use of appropriate equipment (eg sharps box, colour-coded bags), use of correct collection area (eg separate, secure)

Hazardous – Clinical, sharps

Actions to take when dealing with a risk of infection

Actions – Ensure use of appropriate PPE, isolate area, report the risk, use of correct procedures/processes for particular types of risk

Risk of infection – Infection from clinical, infection from hazardous, infection from routine waste

Importance of correct segregation of waste

To prevent infection, to prevent cross-contamination, to ensure waste is collected correctly, for recycling (Government targets, corporate and social responsibility), for compliance with legislation, for appropriate storage (eg security, data protection)

How to deal with incorrectly segregated waste

How to deal – report the instance of incorrectly segregated waste, rectify within limits of authority

Incorrectly segregated – In the wrong container/bag, bags/containers in the wrong place

Importance of marking, labelling and recording non-routine waste

For tracking and audit/accountability, for correct segregation, to ensure security of confidential waste, to prevent cross-contamination, to ensure correct collection, for compliance with legislation for particular types of waste (eg asbestos, food waste)

Suspicious

Unidentified or in an unexpected place and potentially hazardous

Unit 201

Outcome 2

Dealing with routine and non-routine waste

Understand how to handle and transfer routine and non-routine waste

Assessment criteria

Underpinning knowledge

The learner can:

1. describe **safe methods** for transferring **waste**
2. describe different **types of waste container**
3. explain the **importance of having suitable locations for holding areas and collection bins**
4. explain the importance of keeping holding areas clean
5. describe the **implications of broken or damaged waste containers**
6. describe procedures for dealing with broken or damaged waste containers
7. state **when waste should be double bagged**
8. describe the **principles of dealing with routine and non-routine waste spillages**

Range

Safe methods

Use of appropriate containers, use of appropriate PPE, use of correct lifting and handling techniques, recording for tracking/audit as necessary, use of correct procedures/processes for particular types of waste (eg infectious)

Waste

Routine, non-routine, hazardous, clinical, confidential

Types of waste container

Bags, internal waste receptacles, external waste receptacles, bins for specific types of waste

Importance of having suitable locations for holding areas and collection bins

To avoid pest infestation, to avoid accidents or near misses, to avoid unpleasant build up of waste (appearance, odour), legislation, organisational regulations, to minimize health hazards, for security, to prevent cross-contamination, for ease of collection

Implications of broken or damaged waste containers

Health hazard, pest infestation, odours, poor appearance, cross-contamination, risk of accidents or near misses, liability, security issues

When waste should be double bagged

When waste is heavy, when it is contagious/infectious, when it is soiled (to prevent seepage), if it has bad odour

Principles of dealing with routine and non-routine waste spillages

Secure the area (eg cordon it off), identify type of spillage, report spillage to supervisor/relevant colleagues, use of appropriate PPE, use of spillage pack, use of correct procedures/processes for particular types of spillage, correct transfer/storage/disposal of spillage materials

Unit 202

Health and Safety for the Cleaning and Support Services Industry

Level: 2

Credit value: 4

UAN number: Y/502/2251

Unit aim

This unit provides an understanding of health & safety legislation, how to work in a safe manner and how to control risks in a Cleaning and Support Services workplace

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. understand the health & safety legislation which applies to the Cleaning & Support Services industry
2. understand how to work in a safe manner
3. understand how to control risks in the workplace.

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- A multiple choice test covering underpinning knowledge

Unit 202

Health and Safety for the Cleaning and Support Services Industry

Outcome 1

Understand the health & safety legislation which applies to the Cleaning & Support Services industry

Assessment criteria

Underpinning knowledge

The learner can:

1. describe the **health & safety legislation and regulations** which apply to the cleaning and support services industry
2. describe **employee's responsibilities**
3. describe **employer's responsibilities**
4. explain the **appropriate codes of behaviour** in relation to health and safety.

Range

Health & safety legislation and regulations

Health and Safety at Work Act, COSHH, RIDDOR, manual handling, PPE, working safely at heights, hazardous waste disposal legislation

Employee's responsibilities

Work in a safe manner at all times, use PPE, use safe working practices, report potential and actual incidents, general upkeep of equipment and cleaning of equipment after use (eg cleaning out mops, replacing vacuum cleaner bags etc)

Employer's responsibilities

To provide PPE, to provide appropriate training, to provide a safe working environment, to maintain equipment and machinery

Appropriate codes of behaviour

Use PPE, behave according to correct health and safety practice and regulations in the workplace, not working or operating machinery whilst under influence of drugs/alcohol, following best practice for lone workers, workplace policies and procedures

Unit 202

Health and Safety for the Cleaning and Support Services Industry

Outcome 2

Understand how to work in a safe manner

Assessment criteria

Underpinning knowledge

The learner can

1. state **job roles** within organisations responsible for health and safety
2. explain the **importance of correct use of equipment, materials and chemicals**
3. explain the **importance of the correct use of personal protective equipment**
4. describe **types of security requirements** when working on customer sites
5. describe techniques for safe lifting and handling
6. explain the need for **colour coding systems**
7. describe **recommended procedures** in the event of a fire or other evacuation
8. describe the **recommended procedures** in the event of an accident or near miss.

Range

Job roles

Health and Safety officer, first aider, fire warden/marshal, self, all other work colleagues, eg manager, supervisor, charge hand/team leader (everyone has a responsibility to report health and safety risks)

Importance of correct use of equipment, materials and chemicals

Importance – to avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings

Equipment, materials and chemicals – broad range of cleaning equipment, both mechanical and electric, materials and chemicals: range of cleaning chemicals that apply to a range of different types of cleaning

Importance of the correct use of personal protective equipment

For personal safety, to prevent cross-infection, to follow workplace policies and procedures

Types of security requirements

Signing in/signing out, keys and keypads, formal methods of identification (eg passes, finger identification), workplace policies and procedures

Why colour coding systems are used

To prevent cross-contamination, to separate different types of waste, to identify different cleaning agents/chemicals, waste containers, use of chemicals

Recommended procedures

Fire or evacuation – sound alarm on discovery of fire, leave building by nearest exit, close doors behind you, do not use lift, do not stop to collect possessions, do not return to building until told it is safe to do so

Accident or near miss – raise alarm, locate first aider (sending someone else whenever possible), record in accident book or appropriate

Unit 202

Health and Safety for the Cleaning and Support Services Industry

Outcome 3

Understand how to control risks in the workplace

Assessment criteria

Underpinning knowledge

The learner can:

1. explain the **importance of personal hygiene** in the workplace
2. outline the required personal hygiene standards
3. define the terms 'risk', 'hazard' and 'risk assessment'
4. identify the **types of hazards** which might occur in the workplace
5. describe **health and safety procedures relating to controlling risks**
6. describe the **procedures for reporting hazards**
7. explain the **importance of following manufacturers' instructions**
8. explain the **importance of clear communication** in relation to risk assessment
9. explain the **importance of risk control measures**.

Range

Importance of personal hygiene

To avoid cross-contamination/cross-infection, to ensure good personal image

Types of hazards

Waste (eg non-routine), equipment (eg faulty equipment), cleaning chemicals (eg misuse of), machinery (eg vehicles)

Health and safety procedures relating to controlling risks

Risk assessment, putting control measures in place, timeliness, use of correct reporting procedures (eg hazard book, report to appropriate person)

Procedures for reporting hazards

Follow organisation policies and procedures and appropriate legislation (eg use of hazard book, report to appropriate person)

Importance of following manufacturers' instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings, instructions for equipment, machinery, cleaning chemicals, PPE

Importance of clear communication

So that communication is understood and risks are reduced, so that procedures for dealing with hazards are understood

Importance of risk control measures

Importance – safe working practices, accident prevention, accountability/liability, legislative requirements

Risk control measures – eg safety signage, communication, colour coding, PPE

Unit 203

Working with customers and others in the Cleaning and Support Services Industry

Level: 2

Credit value: 2

UAN number: D/502/2252

Unit aim

This unit is about communicating politely and effectively with customers and others when performing cleaning tasks. The unit also covers working with others, giving help to others when they need it and responding appropriately when disagreements arise

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. understand how to communicate effectively with customers
2. understand how to meet customers' needs
3. understand how to contribute to effective team working.

Guided learning hours

It is recommended that 18 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- A multiple choice test covering underpinning knowledge.

Unit 203

Working with customers and others in the Cleaning and Support Services Industry

Outcome 1

Understand how to communicate effectively with customers

Assessment criteria

Underpinning knowledge

The learner can:

1. describe the **importance of communicating with others**
2. describe appropriate **ways of communicating with customers**
3. state the importance of up to date, accurate and clear information
4. state **key sources of job-related information**
5. state **reasons for adapting communication** to different audiences
6. state **procedures** for acknowledging, responding to and recording customer communication
7. state the **limits of authority** for dealing with different types of customer communication.

Range

Importance of communicating with others

For health and safety reasons (eg wet floor signs, hazards), to maintain service delivery (eg ensuring queries are dealt with)

Ways of communicating with customers

Verbal (eg face to face, mobile phones for lone workers), non-verbal (eg body language, signage)

Key sources of job-related information

Induction and training, job descriptions, work schedules, COSHH sheets, supervisors/managers, manufacturers' instructions

Reasons for adapting communication

To ensure communication is understood (ie by different groups), to ensure communication is timely (ie certain types of information must be communicated quickly, and some slowly)

Procedures

Acknowledging and responding (verbal): listen, check understanding, pass on appropriate information, acknowledging and responding (non-verbal, eg written requests, store orders): deal with and record action if appropriate, or pass on to supervisor

Recording: use of incident report form (for accidents or near misses, fire, intruder, complaints)

Limits of authority

Difference between things that can be dealt with by the employee (eg immediate service delivery, spillage), and those which should be passed on to a supervisor (eg a health and safety issues)

Unit 203

Working with customers and others in the Cleaning and Support Services Industry

Outcome 2

Understand how to meet customers' needs

Assessment criteria

Underpinning knowledge

The learner can:

1. explain the **importance** of positive behaviour and attitudes
2. describe **examples** of positive behaviour and attitudes
3. explain the **benefits** of creating a positive impression
4. describe different **types of customer**
5. describe **procedures for handling difficult customer situations.**

Range

Importance

To present company image in a good light, to ensure good customer care, good personal presentation, good perception of the role in the workplace

Examples

Pleasant and professional manner, appropriate communication with customers (eg eye contact, timely response), positive attitude to work, striving to complete work schedules, avoiding inappropriate behaviour (eg slouching, horseplay), contribute to teamwork, wearing correct PPE (eg uniform)

Benefits

Improves company image, improves personal image in the workplace, can potentially contribute to career progression

Types of customer

Internal (colleagues, supervisors), external (customers for whom the cleaning is being done, external suppliers, emergency services)

Procedures for handling difficult customer situations

Procedures - Acknowledge, respond and action, pass on to supervisor if appropriate
Dissatisfied customers – customers with complaints, Incidents

Unit 203

Working with customers and others in the Cleaning and Support Services Industry

Outcome 3

Understand how to contribute to effective team working

Assessment criteria

Underpinning knowledge

The learner can:

1. explain the **importance** of teamwork
2. describe **roles and responsibilities within teams**
3. list **factors** that contribute to effective teamwork
4. describe **key personal behaviours** of team members
5. describe **how to respond to disagreements** in a team.

Range

Importance

To complete work in a timely manner, to maintain service delivery, to ensure good customer care, good perception of the role in the workplace, to support others in an organization, to cover non-routine work

Roles and responsibilities within teams

Manager (supervises work across site), supervisor (supervises 1 or more staff, ensuring timeliness and quality of work), charge hand/team leader (working supervisor, member of staff with some supervisory responsibilities), team member/colleague (works in a team, alongside other colleagues)

Factors

Cooperation, helping others, good communication, appropriate staff levels, appropriate resources, materials and equipment, good leadership, working in a timely manner, appropriate sharing of work, ie equal workload across team

Key personal behaviours

Good communication, working in a timely manner, positive attitude to work, commitment to organization, respect for colleagues and others

How to respond to disagreements

Deal with disagreements in a timely manner to avoid further issues, respond in positive, respectful way, inform supervisor/manager, follow grievance procedure as necessary

Unit 204

Cleaning and maintenance of external surfaces and areas

Level: 2

Credit value: 3

UAN number: K/502/2268

Unit aim

The activities for carrying out external work often involve the use of tools and machinery and can therefore present a high risk to health & safety. Environmental conditions can also affect when and how the work can be done and so it is important to take into consideration factors such as temperature, rainfall, humidity, levels of wind and icy conditions.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning and maintenance of external surfaces and areas
2. be able to carry out cleaning and maintenance of external surfaces and areas
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 204

Cleaning and maintenance of external surfaces and areas

Outcome 1

Be able to prepare for cleaning and maintenance of external surfaces and areas

Practical skills

The learner can:

1. assess the **area** and **items** to be cleaned
2. select **cleaning methods, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. describe **how to prepare work areas**
4. state **why permits and checks may be required** for external cleaning
5. explain the process for reporting damaged or deteriorating surfaces
6. describe the correct cleaning method, equipment and materials to use for different **soil types, surfaces and environmental conditions**
7. explain the **importance of following manufacturers' recommendations and instructions**
8. list **personal protective equipment for cleaning of external surfaces and areas**
9. describe the **effect environmental conditions can have** on the cleaning and maintenance of external surfaces and areas.

Range

Area

External areas (eg storage areas, building frontages, entrance areas)

Items

Doors, windows, signage, porous or non-porous walls, brickwork, painted areas, wooden or laminated surfaces, guttering, decorative cladding

Cleaning method, equipment and materials

Cleaning method – dry cleaning, damp cleaning, stain removal, specialist graffiti removal, steam cleaning, pressure washing, abrasive cleaning, scraping

Equipment – hard brushes, dustpans, steam cleaners, pressure washers, scrapers, buckets, cloths, squeegees, stepladders, signage

Materials – hard surface cleaner, graffiti remover, detergent, disinfectant, including degreaser, glass cleaner

Importance of thorough preparation

Being able to carry out cleaning efficiently, time management, health and safety, personal security, accessibility, minimizing time out of service, to assess location

How to prepare work areas

Appropriate use of signage, litter picking/removal of debris

Why permits and checks may be required

Customer safety, operator safety, health and safety, liability, legislation, to comply with working at heights regulations, planning to ensure availability of appropriate equipment and materials and access to area to be cleaned

Soil types, surfaces and environmental conditions

Soil types – organic (eg bird droppings, chewing gum, plant stuffs, lichens, moss), inorganic (eg paint, environmental pollution, soot, graffiti)

Surfaces – porous or non-porous walls, brickwork, painted areas, wooden or laminated surfaces, polypropylene, decorative cladding, glazed surfaces

Environmental conditions – temperature, rainfall, humidity, levels of wind, icy conditions

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses, to avoid damage to equipment/materials, to comply with equipment warranty, to ensure warranty/maintenance of surfaces, to ensure cost effective use of materials/chemicals, to prolong the life of equipment and external surfaces

Personal protective equipment for cleaning of external surfaces and areas

Visor, goggles, suitable footwear, gloves, ear defenders, uniform, high-visibility work wear, waterproofs

Effect environmental conditions can have

Ability to carry out certain tasks, limits the use of materials and equipment (eg not using water during icy conditions, not using combustibles during very hot conditions), the speed and timing of work, planning of cleaning (eg not able to work during early morning during winter)

Unit 204

Cleaning and maintenance of external surfaces and areas

Outcome 2

Be able to carry out cleaning and maintenance of external surfaces and areas

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** to clean and maintain external surfaces and areas.

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. describe correct methods for cleaning and maintenance of external surfaces and areas
3. explain the importance of cleaning to prescribed standards
4. explain the **consequences of using incorrect materials, equipment and cleaning methods**
5. explain the importance of completing work in a timely manner
6. explain the **importance of minimizing the inconvenience** to colleagues, customers and the general public
7. describe **procedures** that can be taken to minimize inconvenience
8. describe **procedures for dealing with lost property and unattended items.**

Range

Cleaning methods

Damp cleaning, stain removal, specialist graffiti removal, steam cleaning, pressure washing, abrasive cleaning, scraping

Importance of cleaning procedures

To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards

Consequences of using incorrect solutions, equipment and cleaning methods

Consequences – damage to surfaces, cost of equipment, training, replacement surfaces, labour costs, liability for damage, health and safety issues

Cleaning method – damp cleaning, stain removal, specialist graffiti removal, steam cleaning, pressure washing, abrasive cleaning, scraping

Equipment – steam cleaners, pressure washers, scrapers, buckets, cloths, squeegees, stepladders, signage

Materials – hard surface cleaner, graffiti remover, detergent, disinfectant, including degreaser, glass cleaner

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs), to maintain access

Procedures

Preparation for cleaning to ensure all appropriate equipment/materials are available, cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage, appropriate size of equipment

Procedures for dealing with lost property and unattended items

Report property or items to supervisor or appropriate person, do not deal with suspicious items

Unit 204

Cleaning and maintenance of external surfaces and areas

Outcome 3

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check external cleaning and take any necessary actions
2. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe the procedures for reporting damage to equipment, surfaces and premises
3. explain **why equipment and material should be returned** in good order to a secure storage area
4. describe **how to dispose of waste correctly**
5. describe the **procedures for ordering and replacing resources**.

Range

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to maintain health and safety (due to public access)

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

By use of correct colour-coded bag or appropriate waste container (eg sharps box), labelled appropriately, correct and secure storage/collection point, following manufacturer's/organisation's procedures

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – cleaning chemicals, equipment

Unit 205

Cleaning of confined spaces

Level: 2

Credit value: 3

UAN number: T/502/2273

Unit aim

This unit is about maintaining levels of cleanliness in confined spaces. When working in confined spaces it is important to be vigilant against possible hazards and risks that may arise during the work activity, taking precautions to prevent access by the public and other unauthorized personnel. To reduce risks to personal safety it is important to wear the appropriate personal protective equipment and that when working alone you maintain regular contact with a colleague.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning confined spaces
2. be able to carry out cleaning in a confined space
3. be able to check cleaning and resources, dispose of waste and return equipment and items

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 205

Cleaning of confined spaces

Outcome 1

Be able to prepare for cleaning confined spaces

Practical skills

The learner can:

1. assess the **area** and **items** to be cleaned
2. select correct **cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. explain the **importance of having procedures for entering and leaving confined spaces**
4. describe **how to prepare work areas**
5. describe different **types of confined space**
6. state the **safety procedures for working in a confined space**
7. describe **how atmospheric conditions can affect working** in confined spaces.
8. describe the correct cleaning method, equipment and materials to use for different **soil types and surfaces**
9. explain **the importance of manufacturer's recommendations and instructions**
10. list **personal protective equipment for cleaning confined spaces.**

Range

Area

Confined, unventilated spaces, with limited or restricted means of entry/exit which may require a permit to enter (eg fluid storage tanks, containers, vats, duct work, large pieces of equipment, open topped chambers, unventilated or poorly ventilated rooms)

Items

Floors, walls, ceilings, interiors, fixtures and fittings

Cleaning method, equipment and materials

Cleaning method – Agitate, scrub/suction and clean, damp cleaning, steam/pressure cleaning, scraping, sweeping/brushing, pre-treating

Equipment – wet suction machine, stepladders, vacuum, dry and wet mops, cloths and buckets, warning signs (eg cordons, warning tape), steam/pressure cleaners, scrapers

Materials – detergent, hard surface cleaner, disinfectant, sanitizer, degreaser

Importance of thorough preparation

Follow correct hand hygiene procedures to prevent cross contamination, health and safety (eg for risk assessment), personal security, being able to carry out cleaning efficiently, time management, accessibility, minimizing time out of service, maintaining Food Safety legislation in food areas

Importance of having procedures for entering and leaving confined spaces

To maintain personal safety, to ensure safety of others, to ensure others are aware of cleaning taking place, to ensure electrical equipment is isolated and switched off, compliance with health and safety legislation/regulations for tracking/auditing purposes

How to prepare work areas

Appropriate use of signage (eg cordons, warning tape), removal of large debris, risk assessment as necessary, isolation of equipment, use of permits/checks/documentation/authorisation in preparation to enter confined spaces, follow manufacturer's/organisation procedures, follow health and safety legislation/guidance, informing designated persons of work taking place

Types of confined space

Fluid storage tanks, containers, vats, duct work, large pieces of equipment, open topped chambers, unventilated or poorly ventilated rooms

Safety procedures for working in a confined space

Appropriate use of signage (eg cordons, warning tape), isolation of equipment, use of specialist PPE, use of permits/checks/documentation/authorisation in preparation to enter confined spaces, informing designated persons of work taking place, follow manufacturer's/organisation procedures, follow health and safety legislation/guidance

How atmospheric conditions can affect working

Could affect the amount of time for cleaning, affect the cleaning schedule, could potentially be poisonous/hazardous through build up of fumes, ventilation may have to be carried out, could mean there is a requirement for specialist PPE

Soil types, surfaces

Soil types – general dust and dirt, food debris, food pest debris, liquid (including drinks, oils and grease), burnt deposits, stains and spillages

Surfaces – walls and floors (porous, non-porous), stainless steel surfaces, glazed, laminated

Importance of following manufacturers' recommendations and instructions

To comply with legislation (eg Health and Safety, Food Safety), to avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings, to preserve warranty of equipment, fixtures and fittings

Personal protective equipment for cleaning confined spaces

Disposable gloves, suitable footwear, uniform, high visibility work wear, goggles, ear defenders, specialist PPE (eg breathing equipment, hard hats, hairnets, aprons)

Unit 205

Outcome 2

Cleaning of confined spaces

Be able to carry out cleaning in a confined space

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** for confined spaces.

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. describe correct **cleaning methods** for confined spaces
3. outline the **procedures in the event of an emergency**
4. explain the **consequences of using incorrect solutions, equipment and cleaning methods**
5. explain the importance of completing work in a timely manner
6. explain the **importance of minimizing inconvenience** to colleagues, customers and members of the public
7. describe **procedures** that can be taken to minimize inconvenience.

Range

Cleaning methods

Agitate, scrub/suction and clean, damp cleaning, steam/pressure cleaning, scraping, sweeping/brushing

Importance of cleaning procedures

To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards, to maintain safe and hygienic conditions and comply with legislation

Procedures in the event of an emergency

Follow organisational procedures for emergencies (eg raising alarm, reporting incident to designated person)

Consequences of using incorrect materials, equipment and cleaning methods

Consequences – accident or near miss or injury, breaches of health and safety (eg near misses), damage to surfaces, cost of equipment, downtime of equipment (affect on production, affect on business), training, replacement of surfaces/equipment, labour costs, liability for damage

Equipment – wet suction machine, stepladders, vacuum, dry and wet mops, cloths and buckets, warning signs (eg cordons, warning tape), steam/pressure cleaners, scrapers

Materials – detergent, hard surface cleaner, disinfectant, sanitizer, degreaser

Cleaning methods – agitate, scrub/suction and clean, damp cleaning, steam/pressure cleaning, scraping, sweeping/brushing

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures

Preparation for cleaning to ensure all appropriate equipment/materials are available, cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage, appropriate size of equipment

Unit 205 Cleaning of confined spaces

Outcome 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check cleaning and take any necessary actions
2. return **equipment** in good order to storage areas
3. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe the **procedures for reporting damage to equipment and surfaces**
3. describe the **importance of ensuring the work area is safe and hygienic after cleaning**
4. explain **why equipment and materials should be returned** in good order to a secure storage area
5. describe **how to dispose of waste correctly**
6. list **documents that must be completed after cleaning**
7. describe **procedures for ordering and replacing resources.**

Range

Equipment

Wet suction machine, stepladders, vacuum, dry and wet mops, cloths and buckets, warning signs (eg cordons, warning tape), steam/pressure cleaners, scrapers

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to maintain health and safety (due to access), to ensure confined space is ready to be used safely and hygienically

Procedures for reporting damage to equipment and surfaces

Report to supervisor or appropriate person, verbal or recorded, eg in a faults/defects log

Importance of ensuring the work area is safe and hygienic after cleaning

To avoid contamination through cleaning chemicals/equipment or waste, to prevent accidents or near misses

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

Waste slurry and used chemicals are disposed of following manufacturer's instructions, environmental concerns and legislation; by use of correct colour-coded bag or appropriate waste container, labelled appropriately, correct and secure storage/collection point

Documents that must be completed after cleaning

Documents for legislation/regulation purposes (eg Food Safety regulations), documents for organisational requirements, documents required by manufacturers for warranty, documents required for insurance purposes

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – cleaning chemicals, personal protective equipment

Unit 206

Cleaning of food areas

Level: 2

Credit value: 4

UAN number: L/502/2277

Unit aim

<insert unit aim here>

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning of food areas
2. be able to carry out cleaning of food areas
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 206

Outcome 1

Cleaning of food areas

Be able to prepare for cleaning of food areas.

Assessment criteria

Practical skills

The learner can:

1. assess the **area** and **items** to be cleaned
2. select correct **cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. explain the **importance of having procedures for entering and leaving food areas**
4. describe **how to prepare work areas**
5. explain the process for reporting damaged equipment and surfaces
6. explain the **importance of maintaining personal hygiene**
7. state correct **procedures for dealing with food items prior to cleaning**
8. describe **types of pest infestation** common in food production areas
9. describe recommended procedures for dealing with pest infestations
10. explain the importance of isolating powered equipment
11. state why it is important to ventilate cleaning areas
12. describe the correct cleaning method, equipment and materials to use for different soil **types, surfaces and equipment**
13. explain the **importance of following manufacturers' recommendations and instructions**
14. list **personal protective equipment for cleaning food areas**.

Range

Area

Areas where food is stored, prepared, cooked and served, clearing and washing up area

Items

Sinks and surrounds, floors and walls, waste containers, food containers, food storage equipment, food preparation equipment, food cooking equipment, food serving equipment, food clearing and washing up equipment

Cleaning method, equipment and materials

Cleaning method - Agitate, scrub/suction and clean, damp cleaning, degreasing, caustic, sweeping

Equipment – Dry mop, wet mop, colour coded cloths, buckets, brushes, scrubbing brushes, scrubbing machines, pressure washers/steam cleaners (including handheld), wet pickup, scrapers

Materials – degreaser, detergent, sanitizer/disinfectant, Limescale remover, hard surface cleaner

Importance of thorough preparation

Follow correct hand hygiene procedures to prevent cross contamination, being able to carry out cleaning efficiently, time management, Health and safety, Personal security, Accessibility, minimizing time out of service

Importance of having procedures for entering and leaving food areas

To avoid cross-contamination, health and safety, food hygiene regulations

How to prepare work areas

Appropriate use of signage, litter picking/removal of debris

Importance of maintaining personal hygiene

To avoid cross-contamination/cross-infection, to ensure good personal image

Procedures for dealing with food items prior to cleaning

Moving and handling food items, storing food items

Types of pest infestation

Insects, rodents, birds, animals (squirrels, cats, dogs)

Soil types, surfaces and equipment

Soil types - General dust and dirt, food debris, liquid stains (including drinks, oils and grease), food pest debris

Surfaces - Tiled, chromed fixtures and fittings, stainless steel surfaces, ceramic walls and floors

Equipment - Waste containers, food containers, food storage equipment, food preparation equipment, food cooking equipment, food serving equipment, food clearing and washing up equipment

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings

Personal protective equipment for cleaning food areas

Disposable gloves, suitable footwear, uniform, plastic apron, hairnets, hats, facial hair coverings

Unit 206

Outcome 2

Cleaning of food areas

Be able to carry out cleaning of food areas

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** to clean food areas.

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. describe correct cleaning methods for food areas
3. explain the importance of cleaning to prescribed standards
4. explain the possible **consequences of using incorrect materials, equipment and cleaning methods**
5. state why it is important to leave the food area free of deposits, residue and foreign objects.
6. state why surfaces and vents should be left dry on completion of cleaning
7. explain the importance of completing work in a timely manner
8. explain the **importance of minimizing the inconvenience** to colleagues, customers and the general public
9. describe **procedures** that can be taken to minimize inconvenience
10. describe the **importance of colour coding**.

Range

Cleaning methods

Agitate, scrub/suction and clean, damp cleaning, degreasing, caustic, scraping, sweeping

Importance of cleaning procedures

To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards

Consequences of using incorrect materials, equipment and cleaning methods

Consequences – damage to surfaces, cost of equipment, training, replacement of surfaces/equipment, labour costs, liability for damage

Cleaning method - Agitate, scrub/suction and clean, damp cleaning, degreasing, caustic, scraping, sweeping

Equipment – Dry mop, wet mop, colour coded cloths, buckets, brushes, scrubbing brushes, scrubbing machines, pressure washers/steam cleaners (including handheld), wet pickup, scrapers

Materials – degreaser, detergent, sanitizer/disinfectant, hard surface cleaner

Cleaning methods

Agitate, scrub/suction and clean, damp cleaning, degreasing, caustic, lime-scaling, pressure/steam washing, scraping, sweeping

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures

Preparation for cleaning to ensure all appropriate equipment/materials are available, Cleaning is carried out in a logical, methodical manner, Carrying out cleaning at the appropriate time and place, and within agreed timescales, Appropriate use of signage, Appropriate size of equipment

Importance of colour coding

To prevent cross-contamination and infection, to standardise practice

Unit 206

Outcome 3

Cleaning of food areas

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check the cleaning and take any necessary actions
2. return **items** to the original position
3. return **equipment** in good order to storage areas
4. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe the procedures for reporting damage to equipment, surfaces and premises
3. explain the importance of returning all items after cleaning to their original position
4. explain **why cleaning equipment and materials should be returned** in good order to a secure storage area
5. describe **how to dispose of waste correctly**
6. describe the **procedures for ordering and replacing resources.**

Range

Items

Waste containers, food containers, food storage equipment, food preparation equipment, food cooking equipment, food serving equipment, food clearing and washing up equipment

Equipment

Dry mop, wet mop, colour coded cloths, buckets, brushes, scrubbing brushes, scrubbing machines, pressure washers/steam cleaners (including handheld), wet pickup, scrapers

Items

Food items, waste containers, food containers, food serving equipment, food cooking equipment, food preparation equipment, food storage equipment, food clearing and washing up equipment

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to ensure replenishment of consumables has taken place, to maintain health and safety (due to public access/use of vehicles)

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and not misused

How to dispose of waste correctly

By use of correct colour-coded bag or appropriate waste container, labelled appropriately, correct and secure internal or external storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form
Resources – consumables, cleaning chemicals

Unit 207

Cleaning of glazed surfaces and facades

Level: 2

Credit value: 3

UAN number: L/502/2280

Unit aim

Cleaning of glazed surfaces and facades is the removal of all soil, surface and ingrained dirt, from interior or exterior vertical surfaces. It may include the application of a protective treatment depending on the type of surface, its location and condition.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning of glazed surfaces and facades
2. be able to carry out cleaning of glazed surfaces and facades
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 207

Outcome 1

Cleaning of glazed surfaces and facades

Be able to prepare for cleaning of glazed surfaces and facades

Assessment criteria

Practical skills

The learner can:

1. assess the **area** to be cleaned
2. select correct **cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. describe **how to prepare work areas**
4. explain the process for reporting damaged or deteriorating surfaces
5. describe the correct cleaning method, equipment and materials to use for different **soil types and surfaces**
6. explain the **importance of following manufacturers' recommendations and instructions**
7. list **personal protective equipment for cleaning of glazed surfaces and facades**
8. describe **recommended procedures in case of emergencies.**

Range

Area

Glazed surfaces, facades

Cleaning method, equipment and materials

Cleaning method – damp cleaning, stain removal, steam cleaning, pressure washing, abrasive cleaning, scraping

Equipment – steam cleaners, pressure washers, scrapers, buckets, cloths, scrim, squeegees, stepladders

Materials – hard surface cleaner, graffiti remover, detergent, including degreaser, glass cleaner

Importance of thorough preparation

Being able to carry out cleaning efficiently, time management, health and safety, personal security, accessibility, minimizing time out of service

How to prepare work areas

Appropriate use of signage, litter picking/removal of debris

Soil types, surfaces and equipment

Soil types - organic (bird droppings, chewing gum, plant stuffs, lichens, moss), inorganic (environmental pollution, soot)

Surfaces – windows and other glazed surfaces, including glass surfaces and other laminated surfaces, marble, cladding and other highly polished exterior surfaces, walls, fascia boards/signage, guttering, porous and non-porous surfaces, canopies and awnings, door furniture (brass, metal, chrome)

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings, to comply with equipment warranty, to ensure warranty/maintenance of surfaces

Personal protective equipment for cleaning of glazed surfaces and facades

Visor, goggles, suitable footwear, gloves, ear defenders, uniform, high-visibility work wear, waterproofs

Recommended procedures in case of emergencies

Reporting, including for lone working situations

Unit 207

Outcome 2

Cleaning of glazed surfaces and facades

Be able to carry out cleaning of glazed surfaces and facades

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** to clean glazed surfaces and facades
2. apply **surface treatments**.

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. explain **how pre-treating of surfaces can help cleaning**
3. describe correct **cleaning methods** for glazed surfaces and facades
4. describe the **advantages of applying surface treatments**
5. explain the importance of cleaning to prescribed standards
6. explain the **consequences of using incorrect materials, equipment and cleaning methods**
7. explain the importance of completing work in a timely manner
8. explain the **importance of minimizing inconvenience** to colleagues, customers and the general public.

Range

Cleaning methods

Damp cleaning, stain removal, steam washing, abrasive cleaning, scraping

Surface treatments

Specialist glass treatments

Importance of cleaning procedures

To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards

How pre-treating of surfaces can help cleaning

Specialist glass treatments

Advantages of applying surface treatments

Effective cleaning

Cost benefits, ie economical cleaning, cleaning takes less time, environmental benefits (less use of caustic cleaning)

Protective

Consequences of using incorrect solutions, equipment and cleaning methods

Consequences - Damage to surfaces, cost of equipment, training, replacement surfaces/facades, labour costs, liability for damage, health and safety issues

Cleaning method - damp cleaning, stain removal, steam washing, abrasive cleaning, scraping

Equipment – steam cleaners, pressure washers, scrapers, buckets, cloths, scrimms, squeegees, stepladders

Materials – hard surface cleaner, detergent, including degreaser, glass cleaner

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs), to maintain access

Unit 207

Outcome 3

Cleaning of glazed surfaces and facades

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check cleaning and take any necessary actions
2. return **equipment** in good order to storage areas
3. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area after cleaning**
2. explain **why equipment and materials should be returned** in good order to secure storage areas
3. describe **how to dispose of waste correctly**
4. describe the **procedures** for ordering and replacing **resources**.

Range

Equipment

Steam cleaners, pressure washers, scrapers, buckets, cloths, scrim, squeegees, stepladders

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to maintain health and safety (due to public access)

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

By use of correct colour-coded bag or appropriate waste container (eg sharps box), labelled appropriately, correct and secure storage/collection point, following manufacturer's/organisation's procedures

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – cleaning chemicals, equipment

Unit 208

Cleaning of high risk areas (controlled environments)

Level: 2

Credit value: 4

UAN number: H/502/2284

Unit aim

To maintain levels of cleanliness in environments where there is a high risk of infection to the employee and the environment. According to the environment there might be different procedures.

Learning outcomes

There are **four** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning of high risk areas
2. be able to carry out cleaning in high risk areas
3. be able to prevent the spread of infection
4. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 208

Cleaning of high risk areas (controlled environments)

Outcome 1

Be able to prepare for cleaning of high risk areas

Assessment criteria

Practical Skills

The learner can:

1. assess the **area** before cleaning
2. select **correct cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. describe different **types of high risk area**
2. explain the purpose of a work schedule
3. explain the **importance of having procedures for entering and leaving high risk areas**
4. explain the **importance of thorough preparation** before cleaning
5. describe **how to prepare work areas**
6. explain the process for reporting damaged or deteriorating surfaces
7. describe the **correct cleaning method, equipment and materials** to use for different **soil types** and **surfaces**
8. outline the safe use of cleaning agents and chemicals in a high risk area
9. explain the **importance of following manufacturers' recommendations and instructions**
10. list **personal protective equipment for cleaning high risk areas**
11. explain the **importance of locating facilities for conducting cleaning.**

Range

Area

Areas where there is a high risk of infection or contamination whether to people (staff, customers, general public) or the environment

Correct cleaning method, equipment and materials

Cleaning method/barrier cleaning – agitate clean, scrub clean, suction cleaning, damp cleaning, microfibre cleaning, disinfection

Equipment – floor maintenance machine and pads, scrubbing machine, wet suction machine, vacuum, colour-coded dry and wet mops, paper/cloths (disposable) and buckets, warning signs, spillage kit

Materials – detergent, hard surface cleaner, glass cleaner, disinfectant, sanitizer, toilet cleaner

Types of high risk area

Isolation/barrier rooms, operating theatres, areas where clinical procedures take place

Importance of having procedures for entering and leaving high risk areas

Health and safety, to prevent the spread of infection, to comply with workplace policies (eg in hospitals)

Importance of thorough preparation

Being able to carry out cleaning efficiently, time management, health and safety, personal security, accessibility, minimising time out of service

How to prepare work areas

Appropriate use of signage, removal of debris

Soil types

General dust and dirt, liquid stains (including drinks, oils and grease), bodily fluids and human waste/soiling, clinical waste

Surfaces

Tiled, furniture, fixtures and fittings, ceramic, glazed surfaces, walls and floors (semi-hard, hard), stainless steel, soft furnishings (including curtains and blinds)

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings

Personal protective equipment for cleaning high risk areas

Gloves, uniform, tabard/plastic apron, hats, overshoes, protective body suit, masks

Importance of locating facilities for conducting cleaning

Importance – so that cleaning can be carried out properly, to comply with policies and procedures, to comply with legislation

Facilities – drainage, clean water

Unit 208

Cleaning of high risk areas (controlled environments)

Outcome 2

Be able to carry out cleaning in high risk areas

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** for high risk areas.

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. state **signage** required for high risk areas
3. describe correct cleaning methods for high risk areas
4. explain the **importance of minimizing inconvenience** to colleagues, customers and general public
5. describe **procedures** that can be taken to minimize inconvenience.

Range

Cleaning methods

Agitate clean, scrub clean, suction cleaning, damp cleaning, microfibre cleaning, disinfection

Importance of cleaning procedures

To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards

Signage

Health and safety, infection control

Importance of minimizing inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures

Preparation for cleaning to ensure all appropriate equipment/materials are available, Cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage, appropriate size of equipment

Unit 208

Cleaning of high risk areas (controlled environments)

Outcome 3

Be able to prevent the spread of infection

Assessment criteria

Underpinning knowledge

The learner can:

1. explain the **importance of hand hygiene** in a high risk area
2. describe the **procedures for reporting conditions that may cause infection in high risk areas**
3. explain **why damaged items of furniture or equipment may pose a risk**
4. describe **procedures for reporting unidentifiable soiling.**

Range

Importance of hand hygiene

Health and safety, infection prevention and control

Conditions that may cause infection in high risk areas

Faulty equipment, fixtures and fittings that are faulty or need replacing, medical equipment left out, lack of hand hygiene (eg through lack of sanitizer gel, handtowels)

Procedures for reporting conditions that may cause infection in high risk areas

Reported to a member of an infection control team or designated person

Why damaged items of furniture or equipment may pose a risk

Items/furniture are not fit for purpose and can't be used properly, could cause accident or near miss or injury, could cause infection or cross contamination

Procedures for reporting unidentifiable soiling

Secure the area (eg cordon it off), identify type of soiling, report to supervisor/relevant colleagues, use of appropriate PPE, use of correct procedures/processes for particular types of soiling, correct transfer/storage/disposal of soiled materials

Unit 208

Cleaning of high risk areas (controlled environments)

Outcome 4

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check cleaning and take any necessary actions
2. return **equipment** in good order to storage areas
3. dispose of **waste** correctly.

Underpinning knowledge

The learner can:

1. explain the importance of checking **area** and **items** after cleaning
2. describe the procedures for reporting damage to equipment and premises
3. explain **why cleaning equipment and materials should be returned** in good order to a secure storage area
4. describe **how to dispose of waste correctly**
5. describe the **procedures for ordering and replacing resources**.

Range

Equipment

Floor maintenance machine and pads, scrubbing machine, wet suction machine, vacuum, colour-coded dry and wet mops, paper/cloths (disposable) and buckets, warning signs, spillage kit

Waste

Routine and non-routine

Area

Areas where there is a high risk of infection or contamination whether to people (staff, customers, general public) or the environment

Items

Fixtures and fittings, consumable dispensers, beds, bedside lockers, televisions, tables, chairs, sanitary items

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and not misused

How to dispose of waste correctly

By use of correct colour-coded bag or appropriate waste container (eg sharps box), labelled appropriately, correct and secure internal or external storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – consumables, cleaning chemicals

Unit 209

Cleaning of interiors and washrooms

Level: 2

Credit value: 3

UAN number: K/502/2285

Unit aim

To work efficiently, assess the area to see what work has been done, selecting the most appropriate equipment for the task. Ensuring that the finished job meets workplace quality standards

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning of interiors and washrooms
2. be able to carry out cleaning of interiors and washrooms
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 209

Cleaning of interiors and washrooms

Outcome 1

Be able to prepare for cleaning of interiors and washrooms

Assessment criteria

Practical Skills

The learner can:

1. assess the **area** and **items** to be cleaned
2. select correct **cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. describe **how to prepare work areas**
4. explain the process for reporting damaged or deteriorating surfaces
5. describe the correct cleaning method, equipment and materials to use for different **soil types and surfaces**
6. explain the **importance of following manufacturers' recommendations and instructions**
7. list **personal protective equipment for cleaning of interiors and washrooms**
8. explain the **importance of colour coding** when cleaning washrooms and kitchens.

Range

Area

Interior or washroom

Items

Toilets, toilet cubicles, sinks and surrounds, floors and walls, waste containers, consumables containers, touchpoints

Cleaning method, equipment and materials

Cleaning method - dry cleaning methods, damp cleaning methods, microfibre cleaning, agitate/scrub and clean, deep cleaning

Equipment – cloths, buckets, mopping equipment, toilet brushes

Materials – detergents, toilet cleaners, limescale removers, consumables containers, waste containers, fixtures and fittings (eg soap containers, wall fittings, lampshades etc), physical structure of the interior or washroom, walls, floors etc

Importance of thorough preparation

Being able to carry out cleaning efficiently, time management, health and safety, personal security, accessibility, minimizing time out of service

How to prepare work areas

Appropriate use of signage, litter picking/removal of debris

Soil types and surfaces

Soil types - body fats, bodily fluids and all other human waste/soiling, soap scum and stains and all other personal hygiene related materials soiling, water splashes/water marking, including limescale
Surfaces – tiled and enamelled, mirrors, chromed fixtures and fittings, marble surfaces, walls and floors

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings

Importance of colour coding

To prevent cross-contamination and infection, to standardise practice

Unit 209

Outcome 2

Cleaning of interiors and washrooms

Be able to carry out cleaning of interiors and washrooms

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** for interiors and washrooms.

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. explain the importance of cleaning to prescribed standards
3. explain the **consequences of using incorrect materials, equipment and cleaning methods**
4. explain the importance of completing work in a timely manner
5. explain **the importance of minimizing the inconvenience** to colleagues, customers and the general public
6. describe **procedures** that can be taken to minimize inconvenience.

Range

Cleaning methods

Dry cleaning methods, damp cleaning methods, microfibre cleaning, agitate/scrub and clean, deep cleaning

Importance of cleaning procedures

To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards

Consequences of using incorrect materials, equipment and cleaning methods

Consequences – damage to surfaces, cost of equipment, training, replacement of surfaces/equipment, labour costs, liability for damage

Materials – detergents, toilet cleaners, limescale removers

Equipment – cloths, buckets, mopping equipment, toilet brushes

Cleaning methods – dry cleaning methods, damp cleaning methods, microfibre cleaning, agitate/scrub and clean, deep cleaning

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures

Preparation for cleaning to ensure all appropriate equipment/materials are available, Cleaning is carried out in a logical, methodical manner, Carrying out cleaning at the appropriate time and place, and within agreed timescales, Appropriate use of signage, Appropriate size of equipment

Unit 209

Cleaning of interiors and washrooms

Outcome 3

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check cleaning of interiors and washrooms and take any necessary action
2. return **items** to original positions
3. return **equipment** in good order to storage areas
4. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe the **procedures for reporting damage** to equipment, surfaces and premises
3. explain the **importance of returning all items after cleaning** to their original position
4. explain **why equipment and materials should be returned** in good order to a secure storage area
5. describe **how to dispose of waste correctly**
6. describe the **procedures for ordering and replacing resources**.

Range

Items

Consumables containers, waste containers, fixtures and fittings (eg soap containers, wall fittings, lampshades etc)

Equipment

Cloths, buckets, mopping equipment, toilet brushes

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to ensure replenishment of consumables has taken place, to maintain health and safety (due to public access/use of vehicles)

Procedures for reporting damage

Report to supervisor or appropriate person, verbal or recorded, eg in a faults/defects log

Importance of returning all items after cleaning

To ensure interior/washroom is ready for use

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and not misused

How to dispose of waste correctly

By use of correct colour-coded bag or appropriate waste container (eg sharps box), labelled appropriately, correct and secure internal or external storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – consumables, cleaning chemicals

Unit 210

Cleaning of specialist electronic equipment

Level: 2

Credit value: 3

UAN number: M/502/2286

Unit aim

This unit is about cleaning specialist electronic equipment, ensuring that specific organizational and industry regulations are followed. Equipment to be cleaned includes telephones, monitors, keyboards, computer equipment, printers and fax machines.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning of specialist electronic equipment
2. be able to carry out cleaning of specialist electronic equipment
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 210

Outcome 1

Cleaning of specialist electronic equipment

Be able to prepare for cleaning of specialist electronic equipment

Assessment criteria

Practical Skills

The learner can:

1. assess the **area** and **items** to be cleaned
2. select correct **cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. describe **how to prepare work areas**
4. explain the process for reporting damaged or deteriorating surfaces
5. describe the correct cleaning method, equipment and materials to use for different **soil types and surfaces**
6. explain the **importance of following industry specific recommendations and instructions** when cleaning specialist electronic equipment
7. state the **possible consequences of not following instructions** when dealing with specialist electronic equipment
8. list **personal protective equipment for cleaning of specialist electronic equipment.**

Range

Areas

Areas that contain specialist electronic equipment

Items

Telephones, monitors, keyboards, computer equipment, printers, fax machines

Cleaning method, equipment and materials

Cleaning method – suction cleaning, damp dusting, dry dusting, mild abrasion, brush cleaning, sanitizing

Equipment – brushes, cloths and specialist cloths (eg impregnated cloths, microfibre cloths), handheld vacuums and attachments, cotton buds

Materials – hard surface cleaner, sanitizer, glass cleaner, neutral detergent, specialist ink/toner removers, other specialist cleaning chemicals

How to prepare work areas

Notify equipment users, use of signage as appropriate, ensure there is unobstructed access to equipment (eg that the equipment is clear of office paperwork etc), ensure equipment is secured to protect data, disks/memory sticks removed

Soil types and surfaces

Soil types -general dust and dirt, food debris, liquid stains (including drinks, oils and grease, inks/toners), micro organisms

Surfaces - surfaces of telephones, monitors, keyboards, computer equipment, printers, fax machines, plastic, glazed surfaces, metallic surfaces (stainless steel)

Importance of following industry specific recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, to comply with equipment warranty

Possible consequences of not following instructions

Health and safety risks, electrocution, loss of data, liability, damage to specialist electronic equipment

Personal protective equipment for cleaning of specialist electronic equipment

Disposable gloves

Unit 210

Outcome 2

Cleaning of specialist electronic equipment

Be able to carry out cleaning of specialist electronic equipment

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** for specialist electronic equipment.

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. describe correct cleaning methods for specialist electronic equipment
3. explain the importance of cleaning to prescribed standards
4. explain the **consequences of using incorrect materials, equipment and cleaning methods**
5. explain the importance of completing work in a timely manner
6. explain the **importance of minimizing the inconvenience** to colleagues, customers and the general public
7. describe **procedures that can be taken to minimize inconvenience.**

Range

Cleaning methods

Suction cleaning, damp dusting, dry dusting

Importance of cleaning procedures

To ensure consistency of cleaning, so that cleaning is successful on each occasion, to maintain expected standards

Consequences of using incorrect materials, equipment and cleaning methods

Consequences – accidents or near misses, health and safety issues, damage to equipment, cost of equipment, training, replacement of equipment, labour costs, liability for damage, loss of data leading to damage of customer business, failure to meet service level agreement, data protection issues

Cleaning method – suction cleaning, damp dusting, dry dusting

Equipment – brushes, cloths and specialist cloths (eg impregnated cloths, microfibre cloths), handheld vacuum and attachments

Materials – hard surface cleaner, sanitizer, glass cleaner, neutral detergent, specialist cleaning chemicals, specialist ink/toner removers

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures that can be taken to minimize inconvenience

Planning for cleaning to ensure all appropriate equipment/materials are available, cleaning is carried out in a logical and methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage, appropriate notification for equipment users, appropriate size of equipment (eg handheld vacuum for electronic equipment, rather than a full size vacuum)

Unit 210

Outcome 3

Cleaning of specialist electronic equipment

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check cleaning and take necessary actions
2. return **items** to their original position
3. return **equipment** in good order to storage areas
4. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe the procedures for reporting accidental damage to equipment
3. explain the importance of returning all items after cleaning to their original position
4. explain **why equipment and materials should be returned** in good order to a secure storage area
5. describe **how to dispose of waste correctly**
6. describe the **procedures for ordering and replacing resources**.

Range

Items

Telephones, monitors, keyboards, computer equipment, printers, fax machines

Equipment

Brushes, cloths and specialist cloths (eg impregnated cloths, microfibre cloths), handheld vacuum and attachments

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to ensure replenishment of consumables has taken place, to maintain health and safety (due to public access/use of vehicles)

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

By use of correct colour-coded bag or appropriate waste/recycling container, labelled appropriately, correct and secure storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – cleaning chemicals

Unit 211

Deep cleaning of internal equipment, surfaces and areas

Level: 2

Credit value: 4

UAN number: T/502/2287

Unit aim

Deep clean is the removal of all soil and protective finishes from surfaces, which could be walls, windows, furniture, floors and items of equipment.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for deep cleaning of internal equipment, surfaces and areas
2. be able to carry out deep cleaning of internal equipment, surfaces and areas
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 211 **Deep cleaning of internal equipment, surfaces and areas**

Outcome 1 Be able to prepare for deep cleaning of internal equipment, surfaces and areas

Assessment criteria

Practical Skills

The learner can:

1. assess the **area** and **items** to be cleaned
2. select the **cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. describe what is meant by **deep cleaning**
2. explain the purpose of a work schedule
3. explain the **importance of thorough preparation** before cleaning
4. describe **how to prepare work areas**
5. explain the process for reporting damaged or deteriorating surfaces
6. describe correct cleaning methods, equipment and materials to use for different **soil types and surfaces**
7. explain the **importance of pre-testing areas to be cleaned**
8. list the **factors that might affect the cleaning method**
9. explain the **importance of isolating appropriate powered equipment before cleaning**
10. explain the **importance of ventilating the work area**
11. list **personal protective equipment for deep cleaning.**

Range

Area

Equipment or internal area that has been identified for deep cleaning, ie over and above routine or cosmetic cleaning, including furniture, fixtures, fittings, floors, walls

Items

Internal equipment (eg in food environments, clinical environments, offices)

Cleaning method, equipment and materials

Cleaning method – fogging, agitate cleaning, scrubbing, suction cleaning, damp cleaning, application of special treatments (stain removers, de-greasers, de-scalers), pressure washing, steam cleaning, scraping, brushing, mop sweeping, barrier cleaning, carpet/upholstery shampooing, stripping and sealing, sanding, vitrification, high level cleaning (eg wall washing)

Equipment – cloths, buckets, mopping equipment, suction cleaners, shampooers, rotary machines and pads/brushes, pressure/steam cleaners with attachments, wet pickup, microfibre cloths, scrapers, stepladders, warning signs, dust sheets/floor protection sheets

Materials – chemicals, special treatments, hard surface cleaners, disinfectants, sanitizers, carpet shampoo, stain removal chemicals, acid cleaner, detergent, polishes, caustic soda

Deep cleaning

Specialised, non-routine cleaning of equipment and surfaces

Importance of thorough preparation

Ensuring there are means to prevent cross-contamination, health and safety (eg for risk assessment), personal security, being able to carry out cleaning efficiently, time management, accessibility, minimizing time out of service, maintaining Food Safety legislation in food areas

How to prepare work areas

Appropriate use of signage (eg cordons, warning tape), isolation of equipment, use of permits/checks/documentation/authorisation in preparation to enter areas, follow manufacturer's/organisation procedures for equipment, follow health and safety legislation/guidance, informing designated persons of work taking place

Soil types and surfaces

Surfaces – furniture, fixtures and fittings, equipment, walls and floors (porous and non-porous), soft floors and furnishings, stainless steel surfaces, tiled surfaces, windows and glazed surfaces
Soil types – dust and dirt, food debris, liquid stains (including drinks, oils, inks), food pest debris, bodily fluids, human waste/soiling, body fats, heavy duty stains and grease deposits, organic, non-organic, limescale, other excessive or impacted soiling

Importance of pre-testing areas to be cleaned

To ensure suitability of cleaning chemicals for surfaces

Factors that might affect the cleaning method

Surface, condition of surface, type of soiling, degree of soiling, location of soiling, equipment/time/trained staff available

Importance of isolating appropriate powered equipment before cleaning

Health and safety legislation, prevention of accident/injury or 'near misses', to follow organisational procedures, liability

Importance of ventilating the work area

To prevent build up of fumes, to speed up drying process, to freshen area

Personal protective equipment for deep cleaning

Disposable gloves, gauntlets, suitable footwear, uniform, high visibility work wear, goggles/visors, ear defenders, specialist PPE (eg breathing equipment, hard hats, hairnets/beard covers, aprons)

Unit 211 Deep cleaning of internal equipment, surfaces and areas

Outcome 2 Be able to carry out deep cleaning of internal equipment, surfaces and areas

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** for deep cleaning internal equipment, surfaces and areas
2. use **correct procedures for pre-treating an area for heavy soiling or stains.**

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. describe correct **cleaning methods** for deep cleaning internal equipment, surfaces and areas
3. explain the **importance of removing dust and debris before deep cleaning**
4. explain the importance of cleaning to prescribed standards
5. explain the **consequences of using incorrect materials, equipment and cleaning methods**
6. explain the importance of completing work in a timely manner
7. explain the **importance of minimizing the inconvenience** to customers, colleagues and the general public
8. describe **procedures that can be taken to minimize inconvenience.**

Range

Cleaning methods

Fogging, agitate, scrub/suction and clean, damp cleaning, barrier cleaning, application of special treatments (eg de-greaser, de-scaler), pressure washing, steam cleaning, scraping, brushing, mop sweeping

Correct procedures for pre-treating an area for heavy soiling or stains

Identify soiling/stain, check with supervisor that pre-treatment and associated cleaning can be carried out, choose correct cleaning material (progressive use from mild to strong as necessary), use according to manufacturer's recommendations/instructions (eg for right amount of time), using correct PPE as necessary, ventilating area as necessary

Importance of cleaning procedures

To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards

Importance of removing dust and debris before deep cleaning

To achieve satisfactory cleaning results, to be able to assess the area for cleaning, to prevent damage to equipment and surfaces

Consequences of using incorrect materials, equipment and cleaning methods

Consequences – accident or near miss or injury, breaches of health and safety (eg near misses), damage to surfaces, cost of equipment, downtime of equipment (affect on production, affect on business), training, replacement of surfaces/equipment, labour costs, liability for damage, to preserve manufacturer's warranty on equipment and surfaces (including cleaning equipment)

Cleaning method – fogging, agitate, scrub/suction and clean, damp cleaning, barrier cleaning, application of special treatments (eg de-greaser, de-scaler), pressure washing, steam cleaning, scraping, brushing, mop sweeping

Equipment – cloths, buckets, mopping equipment, suction cleaners, shampoos, rotary machines and pads/brushes, pressure/steam cleaners with attachments, wet pickup, microfibre cloths, scrapers, stepladders, warning signs

Materials – chemicals, special treatments, hard surface cleaners, disinfectants, sanitizers, carpet shampoo, stain removal chemicals, acid cleaner, detergent, polishes, caustic soda

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures that can be taken to minimize inconvenience

Preparation for cleaning to ensure all appropriate equipment/materials are available, cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage, appropriate size of equipment

Unit 211 **Deep cleaning of internal equipment, surfaces and areas**

Outcome 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check deep cleaning and take any necessary actions
2. return **items** to their original position
3. reinstate the area after cleaning
4. clean, check and return **equipment** in good order to secure storage areas
5. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after deep cleaning**
2. describe the procedures for reporting damage to equipment, surfaces and premises
3. explain **why equipment and materials should be returned** in good order to a secure storage area
4. state procedures for re-instating rooms
5. describe **how to dispose of waste correctly**
6. describe the **procedures for ordering and replacing resources.**

Range

Items

Internal equipment (eg in food environments, clinical environments, offices)

Equipment

Cloths, buckets, mopping equipment, suction cleaners, shampooers, rotary machines and pads/brushes, pressure/steam cleaners with attachments, wet pickup, microfibre cloths, scrapers, stepladders, warning signs

Importance of checking area and items after deep cleaning

To ensure cleaning has been carried out correctly, to maintain health and safety (due to access), to ensure area and equipment are ready to be used safely and hygienically

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

Waste slurry and used chemicals are disposed of following manufacturer's instructions, environmental concerns and legislation; by use of correct colour-coded bag or appropriate waste container, labelled appropriately, correct and secure storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – consumables, cleaning chemicals and equipment

Unit 212

Maintenance and minor repairs of property

Level: 2

Credit value: 3

UAN number: A/502/2288

Unit aim

This unit is about performing maintenance and minor repairs to items both within buildings and outside. Carrying out such repairs and maintenance will involve the use of hand tools and equipment and working carefully to ensure that the area where the work has been carried out is still in keeping with the surrounding area. It is important that after repairs and maintenance have been carried out all items are functioning as they should.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for carrying out maintenance and minor repairs
2. be able to carry out maintenance and minor repairs
3. be able to check maintenance and minor repairs, resources and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 212

Outcome 1

Maintenance and minor repairs of property

Be able to prepare for carrying out maintenance and minor repairs

Practical skills

The learner can:

1. assess the **area** and **items** to be repaired.

Underpinning knowledge

The learner can:

1. explain the **importance of thorough preparation** before starting work
2. describe **how to prepare work areas**
3. describe **how environmental conditions affect** maintenance and minor repairs
4. explain the process for reporting damaged or deteriorating internal and external surfaces
5. state **importance of reporting jobs outside of employee's personal capabilities and remit**
6. describe **safe working practices**
7. describe correct **methods, equipment and materials** to use for different types of **maintenance and minor repairs**
8. explain the **importance of following manufacturers' recommendations and instructions**
9. list **personal protective equipment for different types of maintenance and repairs.**

Range

Area

Areas within buildings and outside of buildings that require minor repairs and maintenance

Items

Fixtures and fittings, simple furniture, sanitary repairs (eg flush systems, sink/bath plugs, toilet seats), doors and windows, hinges, locks, minor plastering, minor repairs to painting and decorating, straightforward unblocking of drains, minor maintenance of paths/garden areas (eg litter collection, weeding, flower bed maintenance), walls/surfaces (graffiti removal, fly posters removal)

Importance of thorough preparation

To minimize the inconvenience to users/residents, for health and safety, personal security (eg for lone workers), accessibility, to plan appropriate time for maintenance/minor repairs in order to minimize disruption, to ensure resources are available (eg staff, materials, equipment)

How to prepare work areas

Identify work area, ensure it is accessible, use appropriate signage, cordon area as necessary, ensure electrical supplies are isolated as appropriate, litter pick/remove debris

How environmental conditions affect maintenance and minor repairs

Extreme weather conditions could affect the amount of time for maintenance and minor repairs, affect the work schedule, could mean there is a requirement for specialist PPE

Importance of reporting jobs outside of employee's personal capabilities and remit

To ensure necessary repairs are carried out in a timely manner, to comply with organisational requirements, to maintain health and safety and avoid hazards/risks, to comply with the tenants' agreement, to maintain general level of repair of area/fabric of building

Safe working practices

Work within limits of authority, following legislation/regulations (eg not repairing wiring or electrical equipment), not working at heights unless trained to do so

Methods, equipment and materials to use for different types of maintenance and minor repairs

Methods – painting, filling, sweeping, brushing, shovelling, raking, litter picking, use of hand and power tools, replacing/repairing, graffiti removal, scraping, steaming, suction, damp cleaning

Equipment – hand and power tools, brushes, abrasives, stepladder, rake, vacuum, bucket and mop, cloths, steam and pressure washers, wheelbarrows/trolleys/hand trucks/sack trucks

Materials – paint, filler, lubricants, rock salt, specialist graffiti removal chemicals, cleaning chemicals

Types of maintenance and minor repairs – repair of fixtures and fittings, simple furniture, sanitary repairs (eg flush systems, sink/bath plugs, toilet seats), doors and windows, hinges, locks, minor plastering, minor repairs to painting and decorating, straightforward unblocking of drains, minor maintenance of paths/garden areas (eg litter collection, weeding, flower bed maintenance), walls/surfaces (graffiti removal, fly posters removal)

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings, to maintain manufacturer's warranty

Personal protective equipment for different types of maintenance and repairs

Disposable gloves, suitable footwear, waterproofs, uniform, high visibility work wear, goggles/visors, ear defenders, hard hats

Unit 212

Outcome 2

Maintenance and minor repairs of property

Be able to carry out maintenance and minor repairs

Assessment criteria

Practical Skills

The learner can:

1. use correct **methods** for the maintenance and minor repair of fixtures and fittings.

Underpinning knowledge

The learner can:

1. explain the **importance of cleaning procedures**
2. explain the **importance of working to the prescribed standards**
3. explain the **consequences of using the wrong equipment and materials**
4. explain the importance of completing work in a timely manner
5. explain the **importance of minimizing inconvenience** to colleagues, customers and the general public
6. describe **procedures that can be taken to minimize inconvenience.**

Range

Methods

Painting, filling, sweeping, brushing, shovelling, raking, litter picking, use of hand and power tools, replacing/repairing, graffiti removal, scraping, steaming, suction, damp cleaning

Importance of following recommended procedures

To ensure a systematic approach to maintenance and minor repairs, so that it is consistently successful, and expected standards are maintained, to maintain safe and hygienic conditions and comply with legislation

Importance of working to the prescribed standards

To maintain customer satisfaction, to meet SLAs, to meet organisational standards, to ensure safe working methods, to prevent damage and prolong the life of surfaces and areas, health and safety, appearance, liability for accidents or near misses caused by incorrect working

Consequences of using the wrong equipment and materials

Consequences – damage to surfaces/fixtures and fittings, cost of equipment, training, replacement surfaces/fixtures and fittings, labour costs, liability for damage, Health and safety issues, to maintain manufacturer's warranty

Equipment – hand and power tools, brushes, abrasives, stepladder, rake, vacuum, bucket and mop, cloths, steam and pressure washers, wheelbarrows/trolleys/hand trucks/sack trucks

Materials – paint, filler, lubricants, rock salt, specialist graffiti removal chemicals, cleaning chemicals

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs), to ensure maximum access to building

Procedures that can be taken to minimize inconvenience

Preparation for maintenance and minor repairs to ensure sufficient appropriate equipment/materials are available, work is carried out in a logical, methodical manner, and at the appropriate time and place, within agreed timescales, using appropriate signage

Unit 212

Outcome 3

Maintenance and minor repairs of property

Be able to check maintenance and minor repairs, resources and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check maintenance and minor repairs and take any necessary action
2. return **items** to their original position
3. return **equipment** in good order to storage areas.

Underpinning knowledge

The learner can:

1. explain **importance of checking area and items after maintenance and minor repairs**
2. describe the procedures for reporting damage to equipment, surfaces and premises
3. explain **why equipment and materials should be returned** in good order to a secure storage area
4. describe **how to dispose of waste correctly**
5. describe the **procedures for ordering and replacing resources**.

Range

Items

Fixtures and fittings, simple furniture, sanitary repairs (eg flush systems, sink/bath plugs, toilet seats), doors and windows, hinges, locks, minor plastering, minor repairs to painting and decorating, straightforward unblocking of drains, minor maintenance of paths/garden areas (eg litter collection, weeding, flower bed maintenance), walls/surfaces (graffiti removal, fly posters removal)

Equipment

Hand and power tools, brushes, abrasives, stepladder, rake, vacuum, bucket and mop, cloths, steam and pressure washers, wheelbarrows/trolleys/hand trucks/sack trucks

Importance of checking area and items after maintenance and minor repairs

To ensure maintenance/minor repairs have been carried out correctly, to maintain health and safety (due to access), to ensure areas are ready to be used safely and hygienically, to ensure overall appearance is suitable (eg that the repair matches the original surround)

Why equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

By use of correct colour-coded bag or appropriate waste container (eg sharps box), labelled appropriately, correct and secure storage/collection point (eg for recycling)

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – consumables, cleaning chemicals, equipment

Unit 213

Manual street cleaning

Level: 2

Credit value: 3

UAN number: F/502/2289

Unit aim

This unit is about the manual cleaning of streets and public areas including pavements, pedestrianised areas and car parks, and the removal of litter and detritus.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for manual street cleaning
2. be able to carry out manual street cleaning
3. be able to check cleaning and resources, maintain waste collection points and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 213

Outcome 1

Manual street cleaning

Be able to prepare for manual street cleaning

Practical skills

The learner can:

1. assess the **area** to be cleaned
2. select the correct **equipment and materials** for the type of litter and surface
3. check **equipment** before starting cleaning.

Underpinning knowledge

The learner can:

1. explain the purpose of a **work schedule**
2. explain the **importance of thorough preparation** before cleaning
3. list the **equipment** and materials required for manual street cleaning
4. list **personal protective equipment for manual street cleaning**
5. describe correct **actions to take to reduce risks to health and safety**
6. state the organizational procedures for reporting health and safety issues
7. explain **why it is important to work safely with regard to members of the public**
8. state **why it is important to secure mobile equipment.**

Range

Area

Artificial surfaces, eg roads, footpaths, car parks, pedestrian areas

Natural surfaces, eg grounds and grassed areas

Equipment and materials

Equipment – brushes, shovels, rakes, hoes, litter pickers, scraper, carts, bags, containers, two way radio/mobile phone

Material – disinfectant

Importance of thorough preparation

To ensure equipment and material availability, be able to carry out cleaning efficiently, time management, health and safety, personal security, accessibility, communication with line manager, comply with legislation

Personal protective equipment for manual street cleaning

High visibility and waterproof clothing, gloves, footwear/toe protectors

Actions to take to reduce risks to health and safety

Risk assessment, training, CPD, compliance with legal, contractual and organisational requirements, suitable and maintained equipment, near miss reporting

Why it is important to work safely with regard to members of the public

Health & Safety at Work Act, UK & European legislation, damage to property, injury to persons

Why it is important to secure mobile equipment

Misuse, theft, cost of replacement, inability to carry out tasks

Unit 213

Outcome 2

Manual street cleaning

Be able to carry out manual street cleaning

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** to clean streets manually.

Underpinning knowledge

The learner can:

1. explain **the importance of cleaning procedures**
2. describe correct **cleaning methods** for cleaning streets manually
3. explain the **importance of cleaning to prescribed standards**
4. list **types of litter that should be segregated**
5. outline **procedures for dealing with segregated litter**
6. state **the importance of the location of containers provided for litter**
7. describe **procedures for emptying containers**
8. explain the importance of completing work in a timely manner
9. explain the **importance of minimizing the inconvenience** to the general public.

Range

Cleaning methods

Sweeping, raking, litter picking, shovelling, hoeing, manual handling

Importance of cleaning procedures

To ensure a systematic approach to street cleansing, so that it is consistently successful, and expected standards are maintained, to maintain safe and hygienic conditions and comply with legislation

Importance of working to the prescribed standards

To maintain customer satisfaction, to meet SLAs, to meet organisational standards, to ensure safe working methods, to prevent damage and prolong the life of surfaces and areas, health and safety, appearance, liability for accidents caused by incorrect working/damage

Types of litter that should be separated

Litter, leaves, fouling, body emissions, animal carcasses, sharps

Procedures for dealing with segregated litter

Collection points, containers, in line with organisational, legal and health and safety requirements

The importance of the location of containers provided for litter

Need and type of litter or debris expected, locality (eg station, park, fast food outlet), distance apart

Procedures for emptying containers

Compliance with legal, organisational and health & safety requirements, contractual and service level agreements, manual handling, security

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Unit 213

Manual street cleaning

Outcome 3

Be able to check cleaning and resources, maintain waste collection points and return equipment and items

Assessment criteria

Practical skills

The learner can:

1. check street cleaning and take any necessary actions
2. operate **equipment used at waste collection points safely.**

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe **procedures for dealing with different types of debris and detritus**
3. describe **how to identify containers that need replacing**
4. state procedures for reporting problems
5. explain **why equipment and material should be returned** in good order to a secure storage area
6. describe the **procedures for ordering and replacing resources.**

Range

Equipment used at waste collection points

Brushes, shovels, rakes, hoes, litter pickers, carts, bags, containers, two way radio/mobile phone

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly (contractual requirements, appearance), to maintain health and safety, eg due to public access, for damage to surfaces and street furniture

Procedures for dealing with different types of debris and detritus

Compliance with legal, organisational and health & safety requirements, contractual and service level agreements, manual handling, security, collection points

How to identify containers that need replacing

Missing, damaged, eg graffiti, burnt, misused, security (eg damaged locks)

Why equipment and materials should be returned

To ensure they are available for use, secure and are not misused, health & hygiene, stock control

Procedures for ordering and replacing resources

Procedures – informing designated person verbally, use of requisition form, new for old

Resources – materials, equipment

Unit 214

Mechanical street cleaning

Level: 2

Credit value: 4

UAN number: T/502/2290

Unit aim

This unit is about the manual cleaning of streets and public areas including pavements, pedestrianised areas and car parks, and the removal of litter and detritus.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for mechanical street cleaning
2. be able to carry out mechanical street cleaning
3. be able to check cleaning and resources, maintain waste collection points and return equipment and items.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 214

Outcome 1

Mechanical street cleaning

Be able to prepare for mechanical street cleaning

Practical skills

The learner can:

1. assess the **area** to be cleaned
2. select the correct **equipment** for the type of litter and surface
3. check **equipment** before starting cleaning.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. list the **equipment** and **materials** required for mechanical street cleaning
4. list **personal protective equipment for mechanical street cleaning**
5. describe correct **actions to take to reduce risks to health and safety**
6. explain the **legal and organizational guidelines with regard to using mechanical equipment.**

Range

Area

Artificial surfaces, eg roads, footpaths, car parks, pedestrian areas

Natural surfaces, eg grounds and grassed areas

Equipment & materials

Driver controlled (both those that require a Large Goods Vehicle licence and those that do not), pedestrian controlled machine or vehicle, hand tools and containers, eg brushes, shovels, litter pickers, sharps box, two way radio/mobile phone

Importance of thorough preparation

Being able to carry out cleaning efficiently, time management, health and safety, personal security, accessibility, minimizing time out of service

Personal protective equipment for mechanical street cleaning

High visibility and waterproof clothing, gloves, footwear/toe protectors, ballistic trousers (protective trousers), respiratory protective equipment, goggles/glasses/visors, hard hats

Actions to take to reduce risks to health and safety

Risk assessment, training, manufacturer's instructions, CPD, compliance with legal, contractual and organisational requirements, suitable and maintained equipment, near miss reporting

Legal and organizational guidelines with regard to using mechanical equipment

Follow risk assessment, Health and Safety at work act, appropriate driving licence, authorisation, vehicle specific training, defect sheets, vehicle checks/record

Unit 214

Outcome 2

Mechanical street cleaning

Be able to carry out mechanical street cleaning

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** for mechanical street cleaning
2. operate the mechanical equipment in a safe and responsible manner.

Underpinning knowledge

The learner can:

1. explain **the importance of cleaning procedures**
2. describe correct **cleaning methods** for cleaning streets manually
3. explain the **importance of cleaning to prescribed standards**
4. state the **procedures for reporting potentially hazardous litter and detritus**
5. state the **procedure to be followed for vehicle faults**
6. explain the importance of completing work in a timely manner
7. explain the **importance of minimizing the inconvenience** to the general public.

Range

Cleaning methods

Mechanical cleaning methods, litter picking, Raking, scraping

Importance of cleaning procedures

To ensure a systematic approach to street cleansing, so that it is consistently successful, and expected standards are maintained, to maintain safe and hygienic conditions and comply with legislation

Importance of working to the prescribed standards

To maintain customer satisfaction, to meet SLAs, to meet organisational standards, to ensure safe working methods, to prevent damage and prolong the life of surfaces and areas, health and safety, appearance, liability for accidents caused by incorrect working

Procedures for reporting potentially hazardous litter and detritus

Follow organisational guidelines, report to designated person, verbal, written, emergency services,

Procedures to be followed for vehicle faults

Follow organisational guidelines, eg defect sheets, report to designated person, immobilise the vehicle

Importance of minimizing the inconvenience

Health and safety, to provide a professional service, to meet service level agreements (SLAs), to maintain access to area, to promote a positive corporate image

Unit 214

Mechanical street cleaning

Outcome 3

Be able to check cleaning and resources, maintain waste collection points and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check street cleaning and take any necessary actions
2. transfer collected waste correctly
3. use correct methods to clean **vehicles** and **mechanical equipment** after use.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe **procedures for dealing with different types of spillages**
3. state procedures for reporting problems
4. describe **importance of reporting completion of work**
5. explain **why equipment and material should be returned** in good order to a secure storage area
6. describe the **procedures for ordering and replacing resources**.

Range

Vehicles and Equipment

Driver controlled (both those that require a Large Goods Vehicle licence and those that do not), pedestrian controlled machine or vehicle, hand tools and containers, eg brushes, shovels, litter pickers, sharps box, two way radio/mobile phone

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly (contractual requirements, appearance), to maintain health and safety, eg due to public access, for damage to surfaces and street furniture

Procedures for dealing with different types of spillages

Contact designated person, follow organisational guidelines/policy, cordon off area, stay with hazard, identify spillage, dilute or absorb

Importance of reporting completion of work

To meet contractual/service level agreement, to monitor quality

Why equipment and materials should be returned

To ensure they are available for use, secure and are not misused health & hygiene, to promote a positive company image.

Procedures for ordering and replacing resources

Procedures – informing designated person verbally, use of requisition form

Resources – material and equipment

Unit 215

Periodic cleaning of hard and semi-hard floors

Level: 2

Credit value: 3

UAN number: J/502/2293

Unit aim

This unit is about the cleaning of hard and semi-hard floors by using manual and mechanical equipment, to remove ground in dirt and surface coatings before applying the appropriate treatment.

Learning outcomes

There are **four** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning of hard and semi-hard floors
2. be able to carry out cleaning of hard and semi-hard floors
3. be able to apply protective coating to hard and semi-hard floors
4. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 215

Periodic cleaning of hard and semi-hard floors

Outcome 1

Be able to prepare for cleaning of hard and semi-hard floors

Assessment criteria

Practical Skills

The learner can:

1. assess the **area** and **items** to be cleaned
2. select correct **cleaning method, equipment and materials** to use for specialist cleaning
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. describe **how to prepare work areas**
3. explain the **importance of thorough preparation** before cleaning
4. explain the process for reporting damaged or deteriorating surfaces
5. describe the correct cleaning method, equipment and materials to use for different **soil types and surfaces**
6. explain the **importance of following manufacturers' recommendations and instructions**
7. list **personal protective equipment for periodic cleaning of hard and semi-hard floors**
8. explain **importance of pre-testing areas** to be cleaned.

Range

Area

Hard and semi-hard floors

Items

Furniture, fixtures and fittings

Cleaning method, equipment and materials

Cleaning method – stripping, scrubbing, damp mopping, dry mopping, neutralising, polish application, buffing, suction cleaning

Equipment – signage, mops, buckets, applicators, scrubbing machine, wet suction machine, floor maintenance machine and pads, edging tool, polish applicator, vacuum, mop sweeper, scraper, circuit breakers

Materials – appropriate polish, water-based sealant, chemical stripper, preparatory neutralizer

How to prepare work areas

Removal of items and furniture, appropriate use of signage, litter picking/removal of debris, inform users that area will be inaccessible

Importance of thorough preparation

To minimize the inconvenience to users, for health and safety, personal security, accessibility, to plan appropriate time for cleaning in order to minimize disruption, to ensure resources are available (eg staff, materials, equipment)

Soil types and surfaces

Soil types – dust and dirt, food and drink, water-based substances, bodily fluids, oil based, gum and resin, organic, inorganic, scuff marks

Surfaces – hard (eg concrete, hard wood, marble) and semi-hard floors (eg vinyl, semi-hard wood, linoleum)

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of flooring, to comply with equipment warranty, to ensure warranty/maintenance of flooring

Personal protective equipment for periodic cleaning of hard and semi-hard floors

Strong toed, non-slip footwear; uniform, gloves

Importance of pre-testing areas

To ensure suitability of cleaning chemicals for surfaces

Unit 215

Outcome 2

Periodic cleaning of hard and semi-hard floors

Be able to carry out cleaning of hard and semi-hard floors

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** for hard and semi-hard floors.

Underpinning knowledge

The learner can:

1. state **reasons for removing dust and debris** before periodic cleaning
2. define **the term neutralize** when cleaning hard and semi hard floors
3. explain the **importance of leaving floors clean, dry and neutral**
4. describe correct cleaning methods for hard and semi-hard floors
5. explain the **importance of cleaning to prescribed standards**
6. explain the consequences of using incorrect **materials, equipment and cleaning methods**
7. explain the importance of completing work in a timely manner
8. explain **the importance of minimizing the inconvenience** to colleagues, customers and the general public
9. describe **procedures that can be taken to minimize inconvenience.**

Range

Cleaning methods

Stripping, scrubbing, damp mopping, dry mopping, neutralising, polish application, buffing, suction cleaning

Reasons for removing dust and debris

To avoid sealing in debris during cleaning to ensure satisfactory appearance, to be able to assess the area for cleaning, to prevent damage to equipment

The term neutralize

To remove traces of chemical strippers, to ensure treatment adheres to floor surface

Importance of leaving floors clean, dry and neutral

To ensure the treatment adheres to the floor surface and the end result is satisfactory, for health and safety reasons

Importance of cleaning to prescribed standards

To maintain customer satisfaction, to meet SLAs, to meet organisational standards, to ensure safe working methods, to prevent damage and prolong the life of floor surfaces, liability for accidents caused by incorrect treatments, health and safety, appearance

Materials, equipment and cleaning methods

Materials – appropriate polish, water-based sealant, chemical stripper, preparatory neutralizer

Equipment – signage, mops, buckets, applicators, scrubbing machine, wet suction machine, floor maintenance machine and pads, edging tool, polish applicator, vacuum, mop sweeper, scraper, circuit breakers

Cleaning methods – stripping, scrubbing, damp mopping, dry mopping, neutralising, polish application, buffing, suction cleaning

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures that can be taken to minimize inconvenience

Preparation for cleaning to ensure sufficient appropriate equipment/materials are available, cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage

Unit 215

Outcome 3

Periodic cleaning of hard and semi-hard floors

Be able to apply protective coating to hard and semi-hard floors

Assessment criteria

Practical Skills

The learner can:

1. use **correct methods** for applying **protective coatings**.

Underpinning knowledge

The learner can:

1. describe types of **protective coatings**
2. describe the **correct application of different types of protective coating**
3. explain the **importance of following manufacturers' instructions** for different types of protective coating.

Range

Correct methods

Applicator tray, treatment applicator, mop and bucket, direct application from product container using a flat mop

Protective coatings

Polishes, emulsion polishes, buffable polishes, water-based seal, varnish, oil-based treatments, concrete sealants

Correct application of different types of protective coating

Correct number of coats, using correct technique, as per manufacturer's instructions and organisational procedures

The importance of following manufacturers' instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of flooring, to comply with equipment warranty, to ensure warranty/maintenance of floor surfaces, to achieve the desired protective coating result

Unit 215

Outcome 4

Periodic cleaning of hard and semi-hard floors

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check periodic cleaning and take any necessary actions
2. return **items** to original positions
3. return **equipment** in good order to storage areas
4. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain **the importance of checking area and items after cleaning**
2. describe the procedures for reporting damaged or deteriorating surfaces
3. explain the importance of returning all items after cleaning to their original position in a timely manner
4. state **procedures for reinstating areas**
5. explain **why equipment and materials should be returned** in good order to a secure storage area
6. describe **how to dispose of waste correctly**
7. describe the **procedures for ordering and replacing resources**.

Range

Items

Furniture, fixtures and fittings

Equipment

Signage, mops, buckets, applicators, scrubbing machine, wet suction machine, floor maintenance machine and pads, edging tool, polish applicator, vacuum, mop sweeper, scraper, circuit breakers

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to maintain health and safety (due to public access), to ensure protective coating has been successfully applied

Procedures for reinstating areas

To ensure the area is reinstated to its previous state, and all furniture fixtures and fittings are returned, and the area is ready for use

Why equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

Waste slurry and used chemicals are disposed of following manufacturer's instructions, environmental concerns and legislation; by use of correct colour-coded bag or appropriate waste container, labelled appropriately, correct and secure storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – cleaning chemicals and equipment

Unit 216

Periodic cleaning of soft floors and furnishings

Level: 2

Credit value: 3

UAN number: L/502/2294

Unit aim

This unit is about cleaning of soft floors and furnishings including the removal of stains and applying treatments. The unit covers specialist cleaning methods such as hot water extraction, shampooing, dry powder and granule treatments

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning of soft floors and furnishings
2. be able to carry out cleaning of soft floors and furnishings
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 216

Periodic cleaning of soft floors and furnishings

Outcome 1

Be able to prepare for cleaning of soft floors and furnishings

Assessment criteria

Practical Skills

The learner can:

1. assess the **area** and **items** to be cleaned
2. select **correct cleaning method, equipment and materials** to use for periodic cleaning
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. describe **how to prepare work areas**
4. explain the process for reporting damaged or deteriorating surfaces
5. describe the correct cleaning method, equipment and materials to use for different **soil types and surfaces**
6. explain the **importance of following manufacturers' recommendations and instructions**
7. list **personal protective equipment for periodic cleaning of soft floors and furnishings**
8. state **procedures for pre-testing areas** to be cleaned
9. explain **importance of pre-testing areas** to be cleaned.

Range

Area

Soft floors and associated furnishings

Items

Natural carpets, synthetic carpets, natural furnishings/upholstery (including curtains), synthetic furnishings/upholstery (including curtains), leather furnishings/upholstery

Correct cleaning method, equipment and materials

Cleaning method – Suction cleaning, pile agitation, pile realignment, water extraction, dry foam shampooing, dry powder/granule extraction, dry solvent application, carpet skimming/bonnet mopping, stain removal

Equipment – suction cleaners, carpet shampooing machine, rotary machines (including carpet cleaning pads), buckets, cloths, scrubbing brushes, bonnet mop, stepladders

Materials – carpet cleaner, upholstery cleaner, dry powder, solvent, specialist stain removal materials, leather feeds

Importance of thorough preparation

To minimize the inconvenience to users, for health and safety, personal security, accessibility, to plan appropriate time for cleaning in order to minimize disruption, to ensure resources are available (eg staff, materials, equipment)

How to prepare work areas

Removal of items and furniture, appropriate use of signage, litter picking/removal of debris, vacuuming of area prior to cleaning, inform users that area will be inaccessible

Soil types and surfaces

Soil types – general dust and dirt, food debris (including chewing gum and resin), liquid stains (including drinks, oils and grease, inks), bodily fluids

Surfaces – natural carpets, synthetic carpets, natural furnishings/upholstery (including curtains), synthetic furnishings/upholstery (including curtains), leather furnishings/upholstery

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of soft floors/furnishings, to comply with equipment warranty, to ensure warranty/maintenance of soft floors/furnishings

Personal protective equipment for periodic cleaning of soft floors and furnishings

Suitable footwear, uniform, specialist equipment (eg goggles, kneeling pad)

Procedures for pre-testing areas

Apply cleaning material to inconspicuous area, use white tissue or cloth (so as to be able to check running of colour), check result

Importance of pre-testing areas

To ensure suitability of cleaning chemicals for surfaces

Unit 216

Outcome 2

Periodic cleaning of soft floors and furnishings

Be able to carry out cleaning of soft floors and furnishings

Assessment criteria

Practical Skills

The learner can:

1. use correct **cleaning methods** for soft floors and furnishings.

Underpinning knowledge

The learner can:

1. state **reasons for removing dust and debris** before periodic cleaning
2. explain **how and when to pre-treat an area for heavy soiling or stains**
3. state which **materials which are colourfast and shrink-resistant**
4. describe **cleaning methods** for soft floors and furnishings
5. explain the **importance of cleaning to prescribed standards**
6. explain the **consequences of using incorrect materials, equipment and cleaning methods**
7. explain the importance of completing work in a timely manner
8. explain the **importance of minimizing the inconvenience** to colleagues, customers and the general public
9. describe **procedures that can be taken to minimize inconvenience.**

Range

Cleaning methods

Suction cleaning, pile agitation, pile realignment, water extraction, dry foam shampooing, dry powder/granule extraction, dry solvent application, carpet skimming/bonnet mopping, stain removal

Reasons for removing dust and debris

To ensure cleaning activity doesn't 'bed in' existing dust and debris and to achieve satisfactory cleaning results, to be able to assess the area for cleaning, to prevent damage to equipment

How and when to pre-treat an area for heavy soiling or stains

How – identify soiling/stain, check with supervisor that pre-treatment and associated cleaning can be carried out, pre-treat 'heavy traffic' areas, choose correct cleaning material (progressive use from mild to strong as necessary), use according to manufacturer's recommendations/instructions (eg for right amount of time), using correct PPE as necessary, ventilating area as necessary

When – as soon as possible, and before the main cleaning

Materials which are colourfast and shrink-resistant

Identified by manufacturer's labels/instructions, usually man-made materials are more colourfast/shrink-resistant, natural materials are less likely to be so

Consequences of using incorrect materials, equipment and cleaning methods

Consequences – damage to soft floors and furnishings (eg shrinkage, loss of colour), cost of equipment, training, replacement surfaces/fixtures and fittings, labour costs, liability for damage, Health and safety issues, to preserve manufacturer's warranty on soft floors and furnishings and cleaning equipment

Materials – carpet cleaner, upholstery cleaner, dry powder, solvent, specialist stain removal materials, leather feeds

Equipment – suction cleaners, carpet shampooing machine, rotary machines (including carpet cleaning pads), buckets, cloths, scrubbing brushes, bonnet mop, stepladders

Cleaning method – Suction cleaning, pile agitation, pile realignment, water extraction, dry foam shampooing, dry powder/granule extraction, dry solvent application, carpet skimming/bonnet mopping, stain removal

Importance of cleaning to prescribed standards

To maintain customer satisfaction, to meet SLAs, to meet organisational standards, to ensure safe working methods, to prevent damage and prolong the life of soft floors and furnishings, liability for accidents or near misses caused by incorrect treatments, health and safety, appearance

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures that can be taken to minimize inconvenience

Preparation for cleaning to ensure sufficient appropriate equipment/materials are available, cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage

Unit 216

Outcome 3

Periodic cleaning of soft floors and furnishings

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check periodic cleaning and take any necessary actions
2. return **items** to original positions
3. return **equipment** in good order to storage areas
4. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe the procedures for reporting damaged or deteriorating surfaces
3. explain the importance of returning all items after cleaning to their original position in a timely manner
4. state **procedures for reinstating rooms**
5. explain **why equipment and materials should be returned** in good order to a secure storage area
6. describe **how to dispose of waste correctly**
7. describe the **procedures for ordering and replacing resources.**

Range

Items

Natural carpets, synthetic carpets, natural furnishings/upholstery (including curtains), synthetic furnishings/upholstery (including curtains), leather furnishings/upholstery

Equipment

Suction cleaners, carpet shampooing machine, rotary machines (including carpet cleaning pads), buckets, cloths, scrubbing brushes, bonnet mop, stepladders

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to maintain health and safety (due to public access)

Procedures for reinstating rooms

To ensure the area is reinstated to its previous state, and all furniture fixtures and fittings are returned, and the area is ready for use

Why cleaning equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

Waste slurry and used chemicals are disposed of following manufacturer's instructions, environmental concerns and legislation; by use of correct colour-coded bag or appropriate waste container, labelled appropriately, correct and secure storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – cleaning chemicals and equipment

Unit 217

Working safely at heights in the Cleaning and Support Services Industry

Level: 2

Credit value: 4

UAN number: R/502/2295

Unit aim

This unit is about working safely at heights either internally or externally. For the purpose of this unit a height is defined as a place, above ground level, from which a person can be injured by falling.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. be able to prepare for working at heights
2. be able to work safely at heights.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 217

Working safely at heights in the Cleaning and Support Services Industry

Outcome 1

Be able to prepare for working at heights

Practical skills

The learner can:

1. carry out a risk assessment.

Underpinning knowledge

The learner can:

1. describe **how the health and safety at work act supports and regulates working practices**
2. describe **risks** associated with working at heights
3. describe how to carry out a risk assessment
4. describe **procedures for reporting risks**
5. explain the **importance of control measures** and the need for compliance.
6. outline **industry guidance** for working at heights.

Range

How the Health and Safety at Work Act supports and regulates working practices

Safeguards yourself and others in a safe working environment, COSHH sheets for cleaning fluids

Risks

Falls, trailing pipes, falling poles, poles left unattended, theft from van

Procedures for reporting risks

Report to the appropriate person, either written or verbal

Importance of control measures

To prevent risk of accidents or near misses

Measures – warning signs, suitable personal protective equipment for working at heights

Industry guidance for working at heights

Workplace policies and procedures for working at heights, usually in an organisation handbook or work schedule

Unit 217

Working safely at heights in the Cleaning and Support Services Industry

Outcome 2

Be able to work safely at heights

Practical Skills

The learner can:

1. use **fall protection equipment** correctly.

Underpinning knowledge

The learner can:

1. explain the importance of safe working practices
2. list **personal protective equipment** for working at heights
3. explain **correct procedures for carrying and handling objects**
4. describe the correct use of fall protection equipment
5. explain the **importance of complying with an organization's policies and procedures.**

Range

Fall protection equipment

Body harnesses, goggles, and fall protection equipment as supplied by your company

Importance of safe working practices

To reduce the risks of accidents or near misses and injury in the workplace and damage to equipment

Personal protective equipment for working at heights

Body harnesses, goggles, gloves, high visibility jackets, uniform or suitable protective clothing

Correct procedures for carrying and handling objects

Use of manual handling techniques, use of reels for hoses

Fall protection equipment

Body harnesses, goggles, and fall protection equipment as supplied by your company

Importance of complying with an organization's policies and procedures

To ensure the safety of yourself and others in the workplace

Unit 218

Cleaning with water-fed pole systems

Level: 2

Credit value: 3

UAN number: Y/502/2296

Unit aim

This unit is about cleaning windows, glass, laminates, facades and other highly polished surfaces with water-fed pole systems.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for cleaning with water-fed pole systems
2. be able to carry out cleaning with water-fed pole systems
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 218

Cleaning with water-fed pole systems

Outcome 1

Be able to prepare for cleaning with water-fed pole systems

Practical skills

The learner can:

1. assess the **area** to be cleaned
2. select correct **cleaning methods and materials for water-fed pole systems**
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. describe **ways to reduce risks** when working with water-fed poles
2. state the **importance of using control measures** derived from a risk assessment
3. explain the **effects of different payloads** on vehicles used in cleaning with water-fed pole systems, including **overloading**
4. describe correct cleaning methods, **equipment** and materials for different soil types and surfaces
5. list **personal protective equipment for cleaning with water-fed pole systems**
6. state the **importance of using appropriate hazard warning signs**.

Range

Area

Signage, properties with glazed surfaces, marble cladding, polished exterior surfaces, laminated surfaces, and facades with more than 1 storey

Cleaning methods and materials for water-fed pole systems

Cleaning methods – Water fed pole cleaning

Materials – purified water

Ways to reduce risks

Use of risk assessment identifying hazards and preventions, use of PPE, following organisational procedures, following work schedules

Importance of using control measures

To reduce risks to personal and public safety as far as possible

Effects of different payloads (including overloading)

Water tanks can effects vehicle handling and breaking, overloading effect is same but to the extent that it is dangerous

Cleaning, methods, equipment and materials

Cleaning methods – water-fed pole system

Equipment – Water-fed pole system, brushes, poles, hoses, filters and water tanks

Materials – purified water

Personal protective equipment for cleaning with water-fed pole systems

Uniform, gloves, protective goggles and high visibility jackets

Importance of using appropriate hazard warning signs

To prevent risks to colleagues and general public, through placement of clearly visible warning signage

Unit 218

Outcome 2

Cleaning with water-fed pole systems

Be able to carry out cleaning with water-fed pole systems

Assessment criteria

Practical Skills

The learner can:

1. check **equipment** prior to cleaning
2. select the correct length of water-fed pole
3. use correct **cleaning methods** to clean with water-fed pole systems.

Underpinning knowledge

The learner can:

1. state the **importance of conducting regular checks on all equipment**
2. state the **importance of and process for reporting damaged equipment**
3. explain the **importance of not using faulty equipment**
4. identify different **surfaces and soil types**
5. explain the **importance of selecting the correct length of water-fed pole**
6. describe correct cleaning methods for cleaning with water-fed pole systems
7. state the importance of using purified water rather than cleaning materials when cleaning with water-fed pole systems
8. describe the **construction of water-fed poles, including materials and equipment**
9. state the **uses of different types of water-fed poles**
10. state the **importance of having a designated contact person when working alone.**

Range

Equipment

Water-fed pole system, brushes, poles, hoses, filters and water tanks

Cleaning methods

As previous, use of walking backwards and forwards to clean up and down rather than using your arms, extend pole to full length and raise by placing base of pole of against wall and pushing pole up hand over hand until vertical

Importance of conducting regular checks on all equipment

Importance – to reduce any health and safety risks, maintain the effectiveness of the equipment, maintain the longevity of the equipment

Checks – safety checks before use and PAT labels

Importance of and process for reporting damaged equipment

Importance – Health and safety, company procedures

Process – Report to supervisor, verbal or written

Importance of not using faulty equipment

Avoiding accident or near miss and damage in the workplace

Surfaces and soil types

Surfaces – Glazed surfaces and facades, other highly polished exterior surfaces, marble cladding, laminated surfaces, signage

Soil types – dirt, grime, mud and organic (eg bird droppings)

Importance of selecting the correct length of water-fed pole

To ensure safe and effective cleaning, that pole is not too heavy for use at greater heights

Construction of water-fed poles, including materials and equipment

Construction – Carbon, carbon/glass fibre mix, glass fibre, aero aluminium

Materials – purified water

Equipment – Water-fed pole system, brushes, poles, hoses, filters and water tanks

Uses of different types of water-fed poles

Types – aircraft aluminium poles, carbon poles, fibreglass, glass and carbon mix

Uses – different poles have different prices and weight, lighter poles are required for higher cleaning

Importance of having a designated contact person when working alone

In case of accident or near miss, to ensure someone knows where you are/what you are doing

Unit 218

Outcome 3

Cleaning with water-fed pole systems

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. clean water tanks to remove residue build-up
2. replace water filters.

Underpinning knowledge

The learner can:

1. explain the **importance of keeping the water tank free of soil and build up of residues**
2. describe **how to clean water tanks to remove residue build up**
3. state the **importance of replacing water filters** in a timely manner
4. explain the **importance of preventing the spread of legionella and other bacteria**
5. state the **importance of correct storage of tank systems**
6. describe the **procedures for ordering and replacing resources**.

Range

Importance of keeping the water tank free of soil and build up of residues

To ensure equipment works effectively and efficiently

How to clean water tanks to remove residue build up

Empty tank, flush with purified water

Importance of replacing water filters

To ensure water for cleaning is properly purified, so that cleaning takes place effectively, and there is regular documented evidence of replacement of water filters

Importance of preventing the spread of legionella and other bacteria

To prevent cross contamination, to avoid any health and safety risk to yourself/colleagues/public

Importance of correct storage of tank systems

To ensure that surfaces are properly cleaned and equipment is ready for use

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Unit 219

Internal cleaning of passenger transport vehicles

Level: 2

Credit value: 3

UAN number: F/502/3071

Unit aim

This unit is about cleaning the internal surfaces of passenger transport (rail, aviation and coach)

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. be able to prepare for valeting internal surfaces and furnishings
2. be able to carry out internal valeting of surfaces and furnishings
3. be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Level 1 Application of Number
- Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 219

Internal cleaning of passenger transport vehicles

Outcome 1

Be able to prepare for valeting internal surfaces and furnishings

Practical skills

The learner can:

1. assess the **area** to be cleaned
2. select the **cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.

Underpinning knowledge

The learner can:

1. explain the purpose of a work schedule
2. explain the **importance of thorough preparation** before cleaning
3. describe **how to prepare work areas**
4. state the **importance of and process for reporting defects in surfaces**
5. describe the cleaning method, equipment and materials to use for different **soil types and surfaces**
6. explain the **importance of following manufacturers' recommendations and instructions**
7. list **personal protective equipment**
8. state recommended procedures in case of emergencies.

Range

Area

Internal areas of passenger transport vehicles (eg buses, trains, planes, ambulances), including food areas, soft furnishings and carpets, semi-hard floors, furniture, fixture and fittings, internal glazing, toilets/washrooms, touchpoints

Cleaning method, equipment and materials

Cleaning method – damp cleaning, including wiping and mopping, agitate and scrub clean, rotary buffing, suction cleaning, stain/graffiti removal, high dusting, wall washing, glass cleaning, soil extraction

Equipment – scrubbing machine, wet suction, wet/dry mop, floor maintenance pads, polish applicator, rotary machine, stepladders, vacuum/cloths/buckets, hand tools (eg scrapers, squeegees), colour coded equipment, sharps box, spillage kit

Materials – detergents, hard surface cleaner, glass cleaner, toilet cleaner, de-greaser, upholstery shampoo, chewing gum remover, stain/graffiti remover, sanitizer/disinfectant

Importance of thorough preparation

Being able to carry out cleaning efficiently, time management, health and safety, personal security, accessibility, minimizing time out of service

How to prepare work areas

Appropriate use of signage, litter picking/removal of debris, immobilizing the vehicle, ventilation, checking for lost property/suspicious items, ensuring appropriate power source/lighting/cleaning environment

Importance of and process for reporting defects in surfaces

Importance – to ensure health and safety of users of the vehicle, customer satisfaction, to meet organisational or contractual requirements

Process – report to supervisor or appropriate person, verbal or recorded, eg in a faults/defects log

Soil types and surfaces

Soil types – dust and dirt, food and drink, water-based substances (including drinks, oils and grease, inks), bodily fluids, oil based soiling, gum and resin

Surfaces – hard surfaces, including glazed, plastics, non-slip, soft surfaces, including upholstery and carpets, natural, synthetic and leather surfaces

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of equipment, fixtures and fittings, to maintain manufacturer's warranty

Personal protective equipment

Goggles/visor, gloves, uniform, suitable foot wear, aprons

Unit 219

Internal cleaning of passenger transport vehicles

Outcome 2

Be able to carry out internal valeting of surfaces and furnishings

Assessment criteria

Practical Skills

The learner can:

1. use the correct **cleaning methods** for **transport vehicles**.

Underpinning knowledge

The learner can:

1. explain the importance of cleaning procedures
2. explain the **importance of cleaning to prescribed standards**
3. explain the possible **consequences** of using incorrect **materials, equipment** and **cleaning methods**
4. explain the importance of completing work in a timely manner
5. explain the **importance of minimizing the inconvenience** to colleagues and customers
6. describe the range of **procedures that can be taken to minimize inconvenience**.

Range

Cleaning methods

Damp cleaning, including wiping and mopping, rotary buffing, suction cleaning, stain/graffiti removal, high dusting, wall washing, glass cleaning

Transport vehicles

Internal areas of passenger transport vehicles (eg ambulances, buses, taxis, trains, planes), including food areas, soft furnishings and carpets, semi-hard floors, furniture, fixture and fittings, internal glazing, toilets/washrooms

Importance of cleaning to prescribed standards

To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards

Consequences of using the wrong equipment and materials

Consequences – damage to surfaces/fixtures and fittings, cost of equipment, training, replacement surfaces/fixtures and fittings, labour costs, liability for damage, Health and safety issues, to maintain manufacturer's warranty

Cleaning method – damp cleaning, including wiping and mopping, rotary buffing, suction cleaning, stain/graffiti removal, high dusting, wall washing, glass cleaning

Equipment – scrubbing machine, wet suction, wet/dry mop, floor maintenance pads, polish applicator, rotary machine, stepladders, vacuum/cloths/buckets, hand tools (eg scrapers, squeegees), colour coded equipment

Materials – detergents, hard surface cleaner, glass cleaner, toilet cleaner, de-greaser, upholstery shampoo, chewing gum remover, stain/graffiti remover, sanitizer/disinfectant

Importance of minimizing the inconvenience

Health and safety, to maintain good service, to maintain service level agreements (SLAs), to ensure maximum availability of vehicle

Procedures that can be taken to minimize inconvenience

Preparation for cleaning to ensure sufficient appropriate equipment/materials are available, cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage

Unit 219

Internal cleaning of passenger transport vehicles

Outcome 3

Be able to check cleaning and resources, dispose of waste and return equipment and items

Assessment criteria

Practical Skills

The learner can:

1. check general cleaning and take any necessary action
2. reinstate passenger transport vehicles after cleaning
3. return **equipment** in a clean, safe and working order
4. dispose of waste correctly.

Underpinning knowledge

The learner can:

1. explain the **importance of checking area and items after cleaning**
2. describe the procedures for reporting damage to equipment, surfaces and premises
3. explain **why equipment and materials, should be returned** in a working, clean and safe order to storage areas
4. describe **how to dispose of waste**
6. describe the **procedures for ordering and replacing resources.**

Range

Equipment

Scrubbing machine, wet suction, wet/dry mop, floor maintenance pads, polish applicator, rotary machine, stepladders, vacuum/cloths/buckets, hand tools (eg scrapers, squeegees), colour coded equipment

Importance of checking area and items after cleaning

To ensure cleaning has been carried out correctly, to ensure replenishment of consumables has taken place, to maintain health and safety (due to public access/use of vehicles)

Materials

Detergents, hard surface cleaner, glass cleaner, toilet cleaner, de-greaser, upholstery shampoo, chewing gum remover, stain/graffiti remover, sanitizer/disinfectant

Why equipment and materials should be returned

To ensure they are available for use, secure and are not misused

How to dispose of waste correctly

How – By use of correct colour-coded bag or appropriate waste container (eg sharps box), labelled appropriately, correct and secure storage/collection point

Waste – routine and non-routine (including effluent from tanks/containers on coaches/trains)

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – consumables, cleaning chemicals and equipment

Unit 901

Clearing horticultural and landscaping sites

Level: 2
Credit value: 3
UAN number: H/502/0468

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to clear sites of unwanted materials and debris prior to landscaping and/or planting crops.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to clear sites effectively
2. Be able to select, use and maintain equipment for clearing horticultural and landscaping sites
3. Be able to work safely and minimise environmental damage
4. Know the appropriate methods for site clearance
5. Know the types of equipment required and how to maintain them
6. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Lantra units L.1 and PH1.

Support of the unit by a sector or other appropriate body (if required)

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 901

Outcome 1

Clearing horticultural and landscaping sites

Be able to clear sites effectively

Assessment Criteria

The learner can:

- 1.1 locate the correct site for clearing and confirm what is to be cleared
- 1.2 ensure the site is safe and secure for the work to be conducted

Unit 901

Outcome 2

Clearing horticultural and landscaping sites

Be able to select, use and maintain equipment for clearing horticultural and landscaping sites

Assessment Criteria

The learner can:

- 2.1 select appropriate equipment for this area of work
- 2.2 use equipment according to instructions
- 2.3 prepare, maintain and store equipment in a safe and effective working condition throughout

Unit 901

Outcome 3

Clearing horticultural and landscaping sites

Be able to work safely and minimise environmental damage

Assessment Criteria

The learner can:

- 3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 3.2 carry out work in a manner which minimises environmental damage
- 3.3 dispose of waste safely and correctly

Unit 901
Outcome 4

Clearing horticultural and landscaping sites
Know the appropriate methods for site clearance

Assessment Criteria

The learner can:

- 4.1 describe the main differences in working on the types of sites listed, green-field, reclaimed, urban derelict and existing sites
- 4.2 state why it is important to confirm what should be cleared
- 4.3 describe the different clearing methods that can be used

Unit 901

Outcome 5

Clearing horticultural and landscaping sites

Know the types of equipment required and how to maintain them

Assessment Criteria

The learner can:

- 5.1 describe the equipment which will be necessary for clearing horticultural and landscaping sites
- 5.2 describe methods of maintaining the equipment ready for use

Unit 901

Outcome 6

Clearing horticultural and landscaping sites

Know the current health and safety legislation and environmental good practice

Assessment Criteria

The learner can:

- 6.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
- 6.2 describe how environmental damage can be minimised
- 6.3 describe the correct methods for disposing of organic and inorganic waste

Unit 902

Preparing ground for seeding and planting

Level: 2
Credit value: 4
UAN number: K/502/0990

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required in preparing the ground for planting plants and seeds. The preparation of the ground may cover the use of both hand tools and powered machinery such as tractor mounted equipment.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment
2. Be able to prepare ground for seeding and planting
3. Be able to work safely and minimise environmental damage
4. Know how to prepare the ground
5. Know the types of hazards
6. Know the types of weeds
7. Know the types of equipment and materials required and how to maintain them
8. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Lantra units L1.3 and L2.1.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 902

Outcome 1

Preparing ground for seeding and planting

Be able to select, use and maintain equipment

Assessment Criteria

The learner can:

- 1.1 select appropriate equipment for this area of work
- 1.2 use equipment according to instructions
- 1.3 prepare, maintain and store equipment in a safe and effective working condition throughout

Unit 902
Outcome 2

Preparing ground for seeding and planting
Be able to prepare ground for seeding and planting

Assessment Criteria

The learner can:

- 2.1 prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions
- 2.2 add the materials specified for the operation (it may be compost, fertiliser or sand)
- 2.3 produce the required tilth for the specified finish
- 2.4 clear debris from the site effectively, safely, tidily and legally
- 2.5 complete work to the agreed schedule

Unit 902

Outcome 3

Preparing ground for seeding and planting

Be able to work safely and minimise environmental damage

Assessment Criteria

The learner can:

- 3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 3.2 carry out work in a manner which minimises environmental damage
- 3.3 dispose of waste safely and correctly

Unit 902
Outcome 4

Preparing ground for seeding and planting
Know how to prepare the ground

Assessment Criteria

The learner can:

- 4.1 describe the different clearance and minor levelling methods which can be used for the following:
 - green-field
 - urban derelict
 - reclaimed land
 - existing gardens
- 4.2 describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish
- 4.3 state where and when composts, fertilisers and other materials should be used and the types of that are appropriate
- 4.4 state how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site
- 4.5 describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them
- 4.6 state why it is important to clear debris effectively, safely, tidily and legally

Unit 902
Outcome 5

Preparing ground for seeding and planting
Know the types of hazards

Assessment Criteria

The learner can:

5.1 describe the hazards of underground services and how to avoid these

Unit 902

Outcome 6

Preparing ground for seeding and planting

Know the types of weeds

Assessment Criteria

The learner can:

6.1 identify 15 types of perennial weeds and state how to control them

Unit 902

Outcome 7

Preparing ground for seeding and planting

Know the types of equipment and materials required and how to maintain them

Assessment Criteria

The learner can:

- 7.1 describe the equipment and materials which will be necessary for preparing ground for seeding and planting covering the following materials
- organic matter
 - fertiliser
 - lime
 - perennial weed herbicides
- 7.2 describe methods of maintaining the equipment ready for use

Unit 902

Outcome 8

Preparing ground for seeding and planting

Know the current health and safety legislation and environmental good practice

Assessment Criteria

The learner can:

- 8.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
- 8.2 describe how environmental damage can be minimised
- 8.3 describe the correct methods for disposing of organic and inorganic waste

Unit 903

Establishing plants or seeds in soil

Level: 2
Credit value: 4
UAN number: A/502/1223

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plant and establish plants and or seeds in soil. The learner will also provide aftercare to meet specifications for newly established plants or seeds.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment
2. Be able to select and transport plants and/or seeds
3. Be able to establish plants and/or seeds in soil
4. Be able to work safely and minimise environmental damage
5. Know the requirements for establishing healthy plants

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Lantra unit L2.2.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 903

Outcome 1

Establishing plants or seeds in soil

Be able to select, use and maintain equipment

Assessment Criteria

The learner can:

- 1.1 select appropriate equipment for this area of work
- 1.2 use equipment according to instructions
- 1.3 prepare, maintain and store equipment in a safe and effective working condition throughout

Unit 903

Outcome 2

Establishing plants or seeds in soil

Be able to select and transport plants and/or seeds

Assessment Criteria

The learner can:

- 2.1 select plants and/or seeds as requested
- 2.2 identify a representative sample of plants
- 2.3 handle, prepare and transport plants and seeds in a way that maintains their health and condition

Unit 903

Outcome 3

Establishing plants or seeds in soil

Be able to establish plants and/or seeds in soil

Assessment Criteria

The learner can:

- 3.1 position and plant the plants and/or seeds according to instructions /drawings
- 3.2 provide aftercare to meet the planting specifications

Unit 903

Outcome 4

Establishing plants or seeds in soil

Be able to work safely and minimise environmental damage

Assessment Criteria

The learner can:

- 4.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 4.2 dispose of waste safely and correctly

Unit 903

Outcome 5

Establishing plants or seeds in soil

Know the requirements for establishing healthy plants

Assessment Criteria

The learner can:

- 5.1 describe how to prepare seeds and/or plants in a way that is appropriate to the plant and conditions
- 5.2 state what pH is and how to test for it
- 5.3 explain the importance of timing and seasonality on planting to encourage establishment and growth
- 5.4 describe how to handle and transport plants in a way which minimises damage and maintains health
- 5.5 explain the importance of planting seeds and/or plants to the correct depth and position
- 5.6 describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting
- 5.7 describe the different types of backfill materials relevant to different types of plants and situations
- 5.8 describe the range of protection methods which may be used for different plants eg anti-desiccants, tree guards and shelters
- 5.9 identify the types of records required and explain the importance of accurate record keeping

Unit 904

Maintain the health of sports turf

Level: 2
Credit value: 5
UAN number: L/502/0397

Unit aim

This unit will provide the learner with the ability to demonstrate the knowledge and skills required for maintaining the health of sports turf so that it is suitable for play. It covers dealing with weeds, moss, pests, diseases and other disorders.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment
2. Be able to maintain the health of sports turf
3. Be able to work safely and minimise environmental damage
4. Know how to maintain the health of sports turf
5. Know the types of equipment required and how to maintain them
6. Know the current health and safety legislation and environmental good practice
7. Know the types of equipment required and how to maintain them
8. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Lantra unit L5.1.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 904

Outcome 1

Maintain the health of sports turf

Be able to select, use and maintain equipment

Assessment Criteria

The learner can:

- 1.1 select appropriate equipment for this area of work
- 1.2 use equipment according to manufacturer's instructions and legal requirements
- 1.3 prepare, maintain and store equipment in a safe and effective working condition

Unit 904

Outcome 2

Maintain the health of sports turf

Be able to maintain the health of sports turf

Assessment Criteria

The learner can:

- 2.1 inspect the turf as requested to identify and report conditions that threaten the health of the sports turf, which may include:
 - weeds
 - pests
 - diseases
 - disorders
 - moss
- 2.2 apply as instructed appropriate treatments safely, effectively and without damage to the surrounding areas

Unit 904

Outcome 3

Maintain the health of sports turf

Be able to work safely and minimise environmental damage

Assessment Criteria

The learner can:

- 3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 3.2 carry out work in a manner which minimises environmental damage
- 3.3 dispose of waste safely and correctly

Unit 904

Outcome 4

Maintain the health of sports turf

Know how to maintain the health of sports turf

Assessment Criteria

The learner can:

- 4.1 state the sources of information on turf treatments
- 4.2 describe the effect of turf treatments and how to use these treatments effectively and at the appropriate time covering:
 - physical
 - chemical
 - cultural
- 4.3 describe the approved procedures for turf treatments and why it is important to follow these
- 4.4 identify and describe five pests, five diseases, five disorders and their symptoms
- 4.5 identify and name 15 weeds
- 4.6 describe what effect the following conditions have on sports turf and why it is important to deal with them promptly
 - weeds
 - pests
 - diseases
 - disorders
 - moss
- 4.7 state who should be informed of conditions affecting sports turf and why

Unit 904

Outcome 5

Maintain the health of sports turf

Know the types of equipment required and how to maintain them

Assessment Criteria

The learner can:

- 5.1 describe the equipment which will be necessary for maintaining sports turf
- 5.2 describe methods of maintaining the range of equipment ready for use to need and how to respond to these

Unit 904

Outcome 6

Maintain the health of sports turf

Know the current health and safety legislation and environmental good practice

Assessment Criteria

The learner can:

- 6.1 state the correct methods of dealing with accidental damage and pollution
- 6.2 describe how to minimise damage and unnecessary waste when working

Unit 904

Outcome 7

Maintain the health of sports turf

Know the types of equipment required and how to maintain them

Assessment Criteria

The learner can:

- 7.1 describe the equipment which will be necessary for establishing plants and seeds in soil
- 7.2 describe methods of maintaining the equipment ready for use

Unit 904

Outcome 8

Maintain the health of sports turf

Know the current health and safety legislation and environmental good practice

Assessment Criteria

The learner can:

- 8.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

Unit 905

Use and maintain non-powered and hand held powered tools and equipment

Level: 2

Credit value: 3

UAN number: K/502/0438

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain non-powered tools and equipment and hand held powered equipment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to use and maintain non-powered and hand held powered tools and equipment
2. Be able to work safely and minimise environmental damage
3. Know how to use and maintain the tools and equipment
4. Know the current health and safety legislation and good environmental practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Lantra unit L27.1.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 905

Use and maintain non-powered and hand held powered tools and equipment

Outcome 1

Be able to use and maintain non-powered and hand held powered tools and equipment

Assessment Criteria

The learner can:

- 1.1 ensure that the equipment is safe and in good working order
- 1.2 select and use the correct personal protective clothing and equipment
- 1.3 set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements
- 1.4 maintain non-powered and hand held equipment in accordance with manufacturer's instructions
- 1.5 identify any problems with the equipment and take appropriate action
- 1.6 clean and store equipment correctly after use

Unit 905

Use and maintain non-powered and hand held powered tools and equipment

Outcome 2

Be able to work safely and minimise environmental damage

Assessment Criteria

The learner can:

- 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 2.2 carry out work in a manner which minimises environmental damage
- 2.3 dispose of waste safely and correctly

Unit 905

Use and maintain non-powered and hand held powered tools and equipment

Outcome 3

Know how to use and maintain the tools and equipment

Assessment Criteria

The learner can:

- 3.1 explain the importance of using equipment in line with manufacturers' instructions
- 3.2 describe the pre-operational checks and the methods of maintaining the equipment for use
- 3.3 list the main hazards and risks associated with using the equipment
- 3.4 describe the types of problems that may occur with the equipment and how to deal with each of these correctly
- 3.5 state the types of protective clothing and the reasons why it must be worn

Unit 905

Use and maintain non-powered and hand held powered tools and equipment

Outcome 4

Know the current health and safety legislation and good environmental practice

Assessment Criteria

The learner can:

- 4.1 outline the current health and safety legislation, codes of practice and any additional requirements
- 4.2 describe how environmental damage can be minimised

Unit 906

Set and mark out landscape sites to establish grassed and planted areas

Level: 3
Credit value: 3
UAN number: H/502/0499

Unit aim

This unit provides the learner with the knowledge, skills and understanding to set and mark out landscape sites ready for the establishment of mixed grassed and planted areas. It assumes that the objectives and tolerances for the site are already worked out and that work begins with setting and marking out.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to set and mark out sites ready for operations
2. Be able to set and mark out sites ready for operations
3. Understand the reasons for maintaining equipment
4. Be able to maintain and use relevant equipment
5. Understand relevant health and safety legislation and environmental good practice
6. Be able to promote health and safety and environmental good practice

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Lantra unit L19.1.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 906

Set and mark out landscape sites to establish grassed and planted areas

Outcome 1

Understand how to set and mark out sites ready for operations

Assessment Criteria

The learner can:

- 1.1 explain how to interpret landscape plans
- 1.2 describe the methods and equipment for setting out in horizontal and vertical planes
- 1.3 explain the mathematical and geometric principles used in setting out
- 1.4 review the types of marking materials and factors affecting their selection
- 1.5 explain how site markings can facilitate next stages of operations
- 1.6 explain the likely problems how to manage these
- 1.7 describe the methods of detecting underground services

Unit 906

Set and mark out landscape sites to establish grassed and planted areas

Outcome 2

Be able to set and mark out sites ready for operations

Assessment Criteria

The learner can:

- 2.1 confirm objectives and tolerances for the site
- 2.2 achieve objectives to required tolerances
- 2.3 apply the mathematical and geometric principles used in setting out
- 2.4 use site markings to facilitate the next stage of operations
- 2.5 deal with any problems efficiently, effectively and safely should any occur
- 2.6 maintain effective working relations with all relevant people throughout

Unit 906

Set and mark out landscape sites to establish grassed and planted areas

Outcome 3

Understand the reasons for maintaining equipment

Assessment Criteria

The learner can:

- 3.1 explain the importance of maintaining equipment for use
- 3.2 describe the methods of maintaining the range of equipment used

Unit 906

Set and mark out landscape sites to establish grassed and planted areas

Outcome 4

Be able to maintain and use relevant equipment

Assessment Criteria

The learner can:

4.1 ensure equipment is prepared, used and maintained in a safe and effective condition

Unit 906

Set and mark out landscape sites to establish grassed and planted areas

Outcome 5

Understand relevant health and safety legislation and environmental good practice

Assessment Criteria

The learner can:

- 5.1 summarise current health and safety legislation, codes of practice and organisational requirements
- 5.2 describe possible environmental damage and how to respond appropriately
- 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste
- 5.4 explain the records required for management and legislative purposes and the importance of maintaining them

Unit 906

Set and mark out landscape sites to establish grassed and planted areas

Outcome 6

Be able to promote health and safety and environmental good practice

Assessment Criteria

The learner can:

- 6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
- 6.2 ensure work is carried out in a manner which minimises environmental damage
- 6.3 manage and dispose of waste in accordance with legislative requirements and codes of practice

4 Assessment

4.1 Summary of assessment methods

City & Guilds provides the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Dealing with routine and non-routine waste	Multiple choice examination paper.	All assessment materials and answer guides are available for download from the City & Guilds website, www.cityandguilds.com . Search for the Level 2 Awards/Certificate/Diploma in Cleaning Principles (7695) webpage.
202	Health and Safety for the cleaning and support services industry	The assessment covers all of the knowledge outcomes.	
203	Working with customers and others in the cleaning and support services industry	Externally set multiple choice examination paper, locally marked and externally verified.	
204	Cleaning and maintenance of external surfaces and areas	Assignment.	
205	Cleaning of confined spaces	The assessments cover the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	
206	Cleaning of food areas		
207	Cleaning of glazed surfaces and facades		
208	Cleaning of high risk areas (controlled environments)	Externally set assignment, locally marked and externally verified.	
209	Cleaning of interiors and washrooms		
210	Cleaning of specialist electronic equipment		
211	Deep cleaning of internal equipment, surfaces and areas		
212	Maintenance and minor repairs of property		
213	Manual street cleaning		
214	Mechanical street cleaning		
215	Periodic cleaning of hard and semi-hard floors		
216	Periodic cleaning of soft floors and furnishings		

Unit No.	Title	Assessment Method	Where to obtain assessment materials
217	Working safely at heights in the cleaning and support services industry		
218	Cleaning with water-fed pole systems		
219	Internal cleaning of passenger transport vehicles		
901	Clearing horticultural and landscaping sites	Portfolio of evidence	n/a
902	Preparing ground for seeding and planting		n/a
903	Establishing plants or seeds in soil		n/a
904	Maintain the health of sports turf		n/a
905	Use and maintain non-powered and hand held powered tools and equipment		n/a
906	Set and mark out landscaped sites to establish grassed and planted areas		n/a

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Test specifications

The test specifications for the units are below:

Test 1: Unit 201, 202 and 203

Duration: 1 hour 30 minutes

Unit number	Outcome	No. of questions	%
201	1. understand procedures for handling routine and non-routine waste	14	23
	2. understand how to handle and transfer routine and non-routine waste	6	10
202	1. understand the health & safety legislation which applies to the cleaning and support services industry	3	5
	2. understand how to work in a safe manner	8	13
	3. understand how to control risks in the workplace	9	15

203	1. understand how to communicate effectively with customers	9	15
	2. understand how to meet customers' needs	6	10
	3. understand how to contribute to effective team working	5	9
	Total	60	100

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided in **0 5**
Course design and delivery

Relationships to other qualifications to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

5 Course design and delivery

5.3 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications/previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

These qualifications have connections to the:

- Level 2 N/SVQ in Cleaning and Support Services

RQF units		NQF units	
Unit Number	Title	Unit Number	Title
201	Dealing with routine and non-routine waste	C207/C216	Deal with routine waste / Deal with non-routine waste
202	Health and safety for the cleaning and support services industry	C201	Make sure your own actions reduce risks to health and safety (ENTO)
203	Working with customers and others in the cleaning and support services industry	C202/C203	Communicate effectively with customers and others / Work as a team and develop yourself
204	Cleaning and maintenance of external surfaces and areas	C206	Clean and maintain external surfaces and areas
205	Cleaning of confined spaces	C210	Clean confined spaces
206	Cleaning of food areas	C211	Clean food areas
207	Cleaning of glazed surfaces and facades	C215	Clean glazed surfaces and facades
208	Cleaning of high risk areas (controlled environments)	C209	Clean high risk areas
209	Cleaning of interiors and washrooms	C205/C208	Clean and maintain internal surfaces and areas / Clean washrooms and replenish supplies
210	Cleaning of specialist electronic equipment	N/A	
211	Deep cleaning of internal equipment, surfaces and areas	C212	Deep clean equipment and surfaces
212	Maintenance and minor repairs	C217	Carry out maintenance and minor repairs
213	Manual street cleaning	C218	Perform street cleansing manually

214	Mechanical street cleaning	C219	Perform street cleansing by machine
215	Periodic cleaning of hard and semi-hard floors	C213	Clean, maintain and protect hard floors
216	Periodic cleaning of soft floors and furnishings	C214	Clean and maintain soft floors and furnishings
217	Working safely at heights in the cleaning and support services industry	C220	Work safely at heights (PSSL)
218	Cleaning with water-fed pole systems	C221	Use a water-fed pole system to clean windows and facades
219	Internal cleaning of passenger transport vehicles	N/A	
901	Clearing horticultural and landscaping sites	N/A	
902	Preparing ground for seeding and planting	N/A	
903	Establishing plants or seeds in soil	N/A	
904	Maintain the health of sports turf	N/A	
905	Use and maintain non-powered and hand held powered tools and equipment	N/A	
906	Set and mark out landscaped sites to establish grassed and planted areas	N/A	

Key/Essential Skills (England, Wales and Northern Ireland)

Key Skills signposting

These qualifications include opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each Key Skills qualification. Where candidates are working towards any Key Skills alongside these qualifications they will need to be registered with City & Guilds for the Key Skills qualifications.

It should not be assumed that candidates will necessarily be competent in, or able to produce evidence for, Key Skills at the same level as these qualifications.

The 'signposts' below identify the **potential** for Key Skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any Key Skills evidence will need to be separately assessed and must meet the relevant standard defined in the QCA document '*Key skills qualifications standards and guidance*' (available from www.cityandguilds.com/keyskills).

Unit number	Communication	Application of Number	Information and Communication Technology	Problem Solving	Improving Own Learning and Performance	Working With Others
201	X	X		X	X	X
202	X	X		X	X	X
203	X	X		X	X	X

204	X	X		X	X	X
205	X	X		X	X	X
206	X	X		X	X	X
207	X	X		X	X	X
208	X	X		X	X	X
209	X	X		X	X	X
210	X	X		X	X	X
211	X	X		X	X	X
212	X	X		X	X	X
213	X	X		X	X	X
214	X	X		X	X	X
215	X	X		X	X	X
216	X	X		X	X	X
217	X	X		X	X	X
218	X	X		X	X	X
901	X	X		X	X	X
902	X	X		X	X	X
903	X	X		X	X	X
904	X	X		X	X	X
905	X	X		X	X	X
906	X	X		X	X	X

Essential Skills (Northern Ireland only)

If these qualifications are being delivered alongside the Essential Skills Northern Ireland qualifications, the above Key Skills signposts can be used to illustrate the relevance of these skills to candidates.

Essential Skills portfolio evidence must be based on an approved vocational or generic Action Based Activity; these can be downloaded from www.cityandguilds.com/essentialskillsni.

Functional Skills (England only)

The Key Skills qualifications are expected to be phased out in England from 2010, and will be largely replaced by the Functional Skills awards. More information about these qualifications is available from www.cityandguilds.com/functionalskills.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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